New Brunswick

REPORT CARD 2000

Anglophone School Districts

Department of Education

Evaluation Branch

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Preface

The format of Report Card 2000 is significantly different from those of the past five years.

Firstly, the results of provincial examinations/assessments will be shown for all schools whereas previously only individual high schools were identified. These data summarize and describe the skills and knowledge students are expected to learn and represent the Department of Education's commitment to increased public accountability.

The second major change in this year's Report Card is the inclusion of the findings of province-wide surveys of parents, teachers and students regarding important non-academic characteristics found by research to be fundamental to effective schools.

The Nature of the Assessment Programs

It is helpful to keep in mind that the school assessments described in Report Card 2000 serve different purposes.

Both provincial assessments at the end of grade 3 and grade 5 focus on student attainment of the prescribed curriculum in the areas of language arts, mathematics and science and do not yield results for individual students. They do provide comprehensive school level diagnostic information.

The Middle Level Mathematics Assessment, given at the end of grade 8, looks at student attainment of the prescribed curriculum in mathematics and since it is narrower in focus it can yield some diagnostic information on an individual basis.

The Middle Level English Language Proficiency Assessment is essentially a certification examination. Its successful completion, and students have several opportunities to re-write if not initially successful, becomes a requirement for graduation in the June, 2001. Success on this assessment shows a pupil has acquired a level of first language skills considered important by society and necessary for future success as a lifelong learner. This assessment is too broad to be diagnostic.

The grade 11 Provincial Examinations in mathematics and English are specific to given courses and are deemed exit assessments. They count for 30 percent of a student's final course mark. They can provide reliable diagnostic information at the school level but not for individual students.

Lastly, the French Second Language Assessment conducted at the grade six level is a school level measure of reading and writing proficiency. On the other hand, the grade 12 French Second Language Oral Proficiency Test does provide pupils with individual results which indicate their ability to use the language effectively and appropriately in real-life situations.

Reporting Assessments Results

Because provincial assessments serve different purposes they are reported in ways designed to support those purposes. This next section will explain how they have been summarized for Report Card 2000.

Grade 3 and Grade 5

Since the grade 3 and grade 5 assessments are concerned with school performance, not individual students, it was decided to use a different method of summarizing achievement. Because the methodology, expectation setting, was employed for the first time provincially it is described in the next three paragraphs in detail.

Using the collective judgement of a panel of experts to determine what constitutes a reasonable level of performance is not a new idea and the methodology has been empirically validated over the past three decades in many educational jurisdictions. It is an accepted method of attempting to deal with the question of "How good is good enough?"

Five regional panels, one in each zone, were convened during mid-September. Each panel consisted of approximately thirty participants, the majority of whom were grade level teachers, along with smaller numbers of elementary administrators, DPAC members, and District Office personnel.

The procedure used the collective judgement of panelists in determining the percentages of grade 3 and grade 5 students who would be able to answer a given question. For every question on both the grade 3 and grade 5 assessments, two different percentages were developed. By having panels of teachers collectively determine the percent correct scores for "low borderline students" (those who had an even chance at answering the question correctly or not) and "high borderline students" (those who were good or competent, but below the top 5-10%) cut points were developed for three levels of expectations. Schools with average percent correct scores between the two teacher determined scores met expectations. Schools with average percent correct scores above the determined cut points exceeded expectations. Those schools below the set cut point did not met expectations.

The Grade 6 and Grade 12 French Second Language and Middle Level Assessments

Both the grade 8 assessments and the grade 6 and grade 12 French Second Language examinations report student achievement on a scale that ranges from *Weak* to *Superior* (or *Novice* to *Superior* for the FSL oral test).

Terms such as *Superior, Weak* or *Marginal* do not indicate exact points on an achievement scale, but rather represent a range of achievement (skills, knowledge and abilities). Students categorized as *Acceptable* have demonstrated the appropriate skills, knowledge and abilities at a particular point in their schooling. Students who have not demonstrated the grade level appropriate achievement are categorized into either the *Weak* or *Marginal* levels, while those whose work exceeds *Acceptable* are classified into either the *Competent* or *Superior* categories.

However, it is important to understand that performance deemed *acceptable* at one grade will not be *acceptable* at another grade. For example, *acceptable* in reading at grade 8 differs very substantially from *acceptable* at reading in grade 6 FSL.

Test results reported in this fashion make it easier for teachers, administrators and policy-makers to pinpoint students' weaknesses in order to foster improvement. Reporting in this manner is standard practice in many educational jurisdictions and for the Canada-wide School Achievement Indicators Program.

The Grade 11 Provincial Examinations

All the results reported for the Grade 11 Provincial Examinations in English Language Arts and Mathematics are in percentages. Since these examinations account for 30% of students' final marks in given grade 11 courses they are reported in a manner that allows them to be readily combined with their school grades.

A Note on Comparisons

Meaningful comparisons in achievement between New Brunswick's anglophone and francophone schools cannot be made based on the statistics contained in this document and a similar one produced for the French-speaking schools. Aside from differences between the two systems with respect to subject content and focus, different examinations with their different questions, administrative procedures and scoring processes do not provide the measurement precision needed to make valid comparisons between the two systems.*

Lastly, while looking at the results for a given assessment over a period of several years it is not always as easy as it appears to detect any change in student achievement over time. Currently we only have limited evidence as to whether variation is a result of changes in student achievement, variation in the ability of students taking the assessment, measurement error or variation in the standards of the examinations.

Cary Grobe

Cary Grobe, Ed.D
Director of Evaluation

* The cross country School Achievement Indicators Program conducted by the Council of Ministers of Education, Canada (mathematics in 1993 and 1997, reading and writing in 1994 and 1998, and science in 1996 and 1999) has produced valid intra-provincial achievement statistics.

Principles Guiding the Work of the Evaluation Branch*

Regardless of the method or frequency of delivery, the following key principles guide the Branch's work in developing assessments and examinations, so as to ensure that high expectations for student learning in New Brunswick are met and reflected in the examinations/tests.

1. **All written material (bulletins, examinations/tests, results reports, correspondence) developed by the Evaluation Branch must stand up to scrutiny.**

   This implies that considerable effort must be expended to ensure that quality control is maintained, i.e., editorial consistency, accuracy, and appropriateness to the purpose of the communication.

   Infrastructure

   - Assessments must be delivered in a systematic way.
   - Assessments must be cost effective.
   - Assessments are developed and processed in a healthy work environment, where adequate and appropriate human and physical resources and time are provided.

2. **Assessments and examinations must be seen to be valid instruments by students, teachers, school jurisdiction personnel, and by the Department of Education.**

   This implies that item development, field testing, criteria development and expectation setting involve teachers from different parts of the province to ensure that decisions are not based on one individual's or one jurisdiction's interpretation of the programs of study.

   Quality of Content

   - Provincial assessments are an integral part of improving student learning and must be aligned with curriculum outcomes.
   - Assessments must measure learning as accurately as possible. Evaluation of written work is an important source of information about student achievement.

   Technical Quality

   - Examinations and assessments produced by the Evaluation Branch must be of high technical quality and incorporate best psychometric processes.
   - All forms of an examination in a subject administered within a given school year (i.e., Grade 11 Provincial Examinations) must be built to the same specifications, be parallel, and as equivalent as possible.
   - Reliability of examinations/tests requires careful attention to the selection of test items.
   - Reporting must be clear, accurate, and timely, and contribute to the improvement of instruction and public accountability; this refers to both aggregate and individual results.

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* Based on a model from Alberta Learning

3. **To reassure students, the profession, and the public at large, the Evaluation Branch must communicate openly during the examination development and expectation setting phases because students and quality of education overall are affected by the examinations built.**

Teacher Involvement

- Teacher support for the programs must be maintained through ongoing teacher input and involvement in all phases of the process, including development, technical review, validation, and scoring.

Fairness/Consistency

- Students and their learning are of utmost importance.
- Fairness and consistency of standards for all students must be maintained; this includes requiring evidence of course completion before final results can be determined (e.g., school-awarded mark for grade 11 examinations).
- Public acceptance of the programs must be maintained through transparent processes including external reviews.

Validity

- Security of examination/test administrations must be maintained to ensure validity and reliability of the results.
- Quality and currency are maintained through release of test items, scoring rubrics and external advisors' reports to the field.

Accessibility

- Student accessibility to examinations/tests must be maintained through the provision of French translations and special formats and accommodations.
- Examinations and tests, both in their format and administration, should incorporate the style and the tools that are typically used in the particular discipline, including calculators, dictionaries, thesauruses, formula sheets, and data tables.

These requirements should be seen as the criteria or screen through which all work is evaluated.

SOME QUESTIONS AND ANSWERS

Q. **What is "Report Card"?**

A. "Report Card" is an annual report that gives New Brunswickers a summary of student achievement in anglophone school districts as measured by our student assessment programs. This is the sixth year that Report Card has been issued. Although a similar document has been produced for francophone school districts, it is important to note that the test results shown in the two documents are not directly comparable, since both curriculum and evaluation methods differ from one sector to the other. "Report Card" includes results of provincial assessments by district and by school, and helps us ensure that our education system is accountable by informing parents and others about the testing program.

Q. **How did our students do overall?**

A. Assessment results for the past several years, including 1999-2000, consistently show that New Brunswick high school students in grade 11 generally perform better in English than in mathematics. Yet, success rates in both levels of the Provincial Examinations in mathematics in 1999-2000 have improved (55% success rate for level 111/112 and 61% for level 113). Results of the Middle Level English Language Proficiency Assessment have remained the same as in 1998-99 with 73% of grade 8 students reaching an acceptable standard.

Overall, girls tend to do better than boys. This is particularly striking in the Middle Level English Language Proficiency Assessment, where 79% of girls reached the standard compared to 67% of boys; but in the Middle Level Mathematics Assessment, delivered for the third time in 1999-2000, 56% of the girls and 60% of the boys achieved the acceptable level or higher.

On the basis of language of instruction, students in the Intermediate French Immersion program were once again the most successful on the Middle Level English Language Proficiency Assessment, followed closely by those in Early Immersion, then by those in the regular program. On the Middle Level Mathematics Assessments, Intermediate and Early Immersion students performed considerably better than those in the regular program.

By their last year in public school, students in Early Immersion tend to demonstrate a higher level of French oral proficiency than those in the regular or Intermediate Immersion programs.

Q. **Are there any limitations I should keep in mind when interpreting results?**

A. Test scores, like financial indicators, fluctuate, and as in the financial world, it is more important to watch for improvement over time than to worry about year to year variations.

It should also be remembered that provincial test scores are just one of many elements to be used in judging a district's or a school's overall success. It is important to keep in mind that numerous factors may influence district or school test performance, including social characteristics, economic conditions, and language differences.

Q. **What was tested?**

A. At the elementary level, grade 3 students were assessed in mathematics, science and reading; grade 5 students were assessed in mathematics, science, reading and writing. French Immersion students in grade 6 wrote a French reading and writing assessment. At the middle level, students' English language and mathematical skills were assessed. At the high school level, students wrote provincial examinations in mathematics and English (grade 11); and French oral proficiency was tested for all those enroled in a grade 12 French course or a subject course taught in French. All tests and assessments were administered during the 1999-2000 school year.

Q. **Who was tested?**

A. The entire student population was tested at given grades and for specific courses (as noted above). It should be noted that there are two levels of Provincial Examinations: students in level 111/112 courses take one examination, while those in level 113 take another. The exemption rate (the percentage of students excused from writing) was under four percent for the elementary assessments, less than three percent for the Middle Level English Language Proficiency Assessment and about six percent for Middle Level Mathematics. Exemptions and 'did not writes' tend to be somewhat higher for some of the high school exams.

Q. **What will occur as a result of provincial testing?**

A. Provincial follow-up strategies are developed to improve achievement and are described throughout this document. In addition, the results of provincial assessments are used by individual schools in the development of their School Improvement Plans. Principals, in cooperation with the School Parent Advisory Committees, review school results and plan together to find ways to improve teaching and learning.

Q. **Where can I get more information?**

A. For more information, contact your School District office or the Evaluation Branch of the Department of Education. If you wish to discuss your own child's performance, please contact the school concerned.

HIGH SCHOOL RESULTS

PROVINCIAL EXAMINATIONS,

FRENCH SECOND LANGUAGE ORAL PROFICIENCY ASSESSMENT

and

ENGLISH LANGUAGE PROFICIENCY REASSESSEMENT

Anglophone School Districts

Grade 11 Provincial Examinations

Background

At the high school level, provincial examinations are administered at the end of grade 11 English and mathematics courses. Examination items are developed and/or reviewed by New Brunswick educators, and the examinations are designed by committees led by Department staff and approved by external advisors from the University of New Brunswick English and Mathematics Departments. Provincial examinations are marked by teachers in a central location. Students' marks count for 30% of their final course grade with the remaining 70% based on teacher assessment. The pass mark for courses in all anglophone high schools is 50%.

There are two examination forms in both mathematics and English: one for the 111/112 courses and one for 113 courses. The examinations are administered at the end of each semester (i.e. in mid January and early June). They are also offered to grade 11 summer school and correspondence course students. The Provincial Examination (PE) is a compulsory component of these grade 11 courses involving all students seeking an 111, 112 or 113 credit. Exemptions are occasionally granted for reasons such as bereavement or serious medical conditions. Students receiving a modified credit for the course do not write the Grade 11 Provincial Examination.

Findings: Mathematics

- Seventy-five percent of students registered for the grade 11 Mathematics Provincial Examinations took Mathematics 111/112; 25% took Mathematics 113.

- In 1999-2000, 4993 students wrote the **Mathematics 111/112** examination, 80 less than the previous year. Of these, 47% were male and 53% female.

  The average mark on the PE went up in 1999-2000, to 54% from 51% in 1998-99. The average school mark was 68%, compared to 67% the year before. The average final mark in 1999-2000 rose by 1 percentage point to 64%.

  The success rate on the PE went up substantially, with 55% passing the examination in 1999-2000 compared to 49% in 1998-99. This success rate was 57% for males and 55% for females. Success rate for the course inclined to 84% in 1999-2000 compared to 83% previously.

- One thousand, six hundred and twenty-nine students wrote the **Mathematics 113** examination in 1999-2000, 251 less than in 1998-99. Forty-six percent of these were female, 54% male.

  The average mark on the PE went up by 8% in 1999-2000, and the success rate also rose to 61% in 1999-2000 from 43% in 1998-99. The average school mark, however, remained the same at 63%.

  Both the average final mark (61%) and the success rate (85%) for the course inclined in 1999-2000 by 2 and 5 percentage points respectively. Males were more successful on this examination than females, with success rates of 65% and 59% respectively.

Findings: English

- Eighty-two percent of students registered for the grade 11 English Provincial Examinations wrote English 111/112, while 18% wrote English 113.
- In 1999-2000, 4920 students wrote the **English 111/112** examination, 253 less than in the previous year. The ratio of males to females was 47% to 53%.

  The average mark on the PE dropped by four percentage points in 1999-2000 to 62% from 66%, and the school mark remained at 69%. The success rate on the examination fell significantly, to 81% in 1999-2000 from 92% in 1998-99. Success rate on the course went down by one point from the previous year to 94%.

  Females were more successful on the PE than males (84% and 78% respectively). The average mark for females was 64%, while for males the average was 60%.

- One thousand and sixty-six students wrote **English 113**, down by 199 the previous year. Of these, 62% were male, 38% female. The mark on the PE went down two points in 1999-2000 to an average of 56%.

  The average school mark was 62%, up from 60% in 1998-99. The success rate for the course rose slightly, from 89% to 90%.

  The success rate on the examination was the same for males and females at 69%.

Follow-up

- In addition to the detailed results distributed to students, schools and districts, final assessment data is transferred to school districts electronically, so that further analysis specific to each district and school can be undertaken.
- Teachers are provided with a detailed analysis of results for their own class(es).
- For English, provincial examination questions with exemplary student responses and the appropriate rubrics are sent to teachers for use with their classes. Reading selections together with multiple choice items chosen from previous examinations are made available to high school English teachers for discussion and review with their students. An analysis of both the correct response and the distractors for these items is provided.
- For mathematics, a number of multiple choice and constructed response items from the year 2000 provincial exams are released to all high schools. An answer key and scoring criteria for the constructed response items are provided as well. Teachers are encouraged to use these released items for discussion in the classroom and as part of their own assessment program.
- An overview of assessment results, together with comments and recommendations from the University of New Brunswick Mathematics and English professors who act as our External Advisors, is sent to district and school personnel.
- Provincial examination results provide a focus for the School Improvement Plan of many high schools.

In reading the following chart, you can see that 73% of grade 11 students taking mathematics at Hampton High in 1999-2000 were enroled in level 111/112 courses, compared to 77% enroled in level 111/112 the previous year. Their average mark on the examination was 65%, up 9% from 1998-1999. Seventy-five percent of the 1999-2000 students passed the examination, compared to 63% in 1998-1999. This year's students earned an average school mark of 69%, one point less than in 1998-1999. This year, 92% of Hampton High 111/112 mathematics students passed the course, compared to 90% for the district and 84% for the province.

	Mathematics 111/112 1999-2000							Mathematics 111/112 1998/99						
School	% Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	78	(228)	52	50	66	62	80	71	(210)	53	56	64	61	77
MacNaughton	25	(1)	58	100	66	64	100	8	(1)	58	100	69	66	100
Moncton High	80	(268)	58	62	67	65	83	70	(226)	59	64	69	66	85
Riverview High	83	(276)	58	65	68	65	86	84	(251)	59	69	68	65	87
Tantramar High	67	(111)	61	65	70	67	86	71	(96)	65	74	73	70	90
District 02 Average	78	(884)	57	60	67	64	83	74	(784)	58	65	68	65	84
Caledonia Reg. High	64	(43)	53	51	69	64	84	60	(45)	50	47	64	60	78
J. M. A. Armstrong High	74	(67)	50	46	73	67	93	51	(46)	43	30	70	62	87
PALS (Sussex)	–	–	–	–	–	–	–	33	(4)	28	25	79	63	75
Petitcodiac Reg. High	62	(49)	53	48	70	65	84	65	(58)	62	67	75	71	90
Sussex Reg. High	72	(148)	49	43	68	62	76	71	(150)	49	45	72	65	86
District 04 Average	68	(307)	51	45	69	64	82	62	(303)	50	47	71	65	86
Belleisle Reg. High	75	(21)	46	38	69	62	86	89	(33)	45	33	64	59	85
Hampton High	73	(142)	65	75	69	68	92	77	(160)	56	63	70	66	88
Kennebecasis Valley High	89	(227)	54	53	71	66	86	83	(262)	53	54	70	65	86
Rothesay High	87	(95)	69	86	72	71	95	92	(94)	57	66	69	65	85
District 06 Average	83	(485)	60	65	70	67	90	83	(549)	54	58	69	65	86
Harbour View High	81	(246)	47	40	67	61	87	76	(199)	40	29	61	55	64
Saint John High	75	(160)	55	58	63	61	74	81	(175)	56	54	65	62	80
Simonds High	72	(242)	39	24	70	60	80	70	(233)	39	23	67	59	78
St. Malachy's High	84	(164)	46	38	60	56	74	79	(174)	51	47	64	60	78
St. Vincent's High	76	(72)	42	25	68	60	74	53	(57)	41	23	66	59	84
Woodlawn	100	(1)	30	0	65	55	100							
District 08 Average	77	(885)	46	37	66	60	79	74	(838)	45	36	65	59	76
Campobello Island	91	(10)	63	70	75	72	100	77	(10)	52	70	73	67	100
Fundy High	69	(78)	42	40	61	55	73	83	(101)	43	34	69	61	83
Grand Manan High	72	(21)	43	29	69	61	81	56	(19)	42	32	64	57	74
Sir James Dunn Academy	95	(39)	59	69	79	73	92	74	(29)	47	31	68	62	86
St. Stephen High	77	(108)	52	47	70	65	91	76	(110)	44	33	70	62	78
District 10 Average	76	(256)	50	48	69	63	85	76	(269)	44	34	69	62	81

School	Mathematics 111/112 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 111/112 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	50	(12)	66	92	75	72	100	74	(29)	39	21	78	66	97
Hartland High	86	(50)	61	68	80	74	100	89	(49)	52	51	75	68	84
Nackawic Senior	71	(52)	56	56	73	68	96	68	(85)	43	38	73	64	82
Woodstock High	67	(130)	50	51	67	62	78	74	(138)	41	28	68	60	
District 12 Average	**70**	**(244)**	**54**	**57**	**71**	**66**	**87**	**74**	**(301)**	**43**	**34**	**71**	**63**	**81**
Carleton North Senior	70	(105)	76	91	74	75	99	76	(108)	48	42	71	65	86
John Caldwell	47	(29)	50	41	71	65	86	69	(59)	49	42	68	63	90
Southern Victoria	45	(39)	56	62	76	70	100	59	(39)	52	49	74	67	100
St. Mary's Academy	100	(13)	77	92	70	72	92	64	(9)	77	100	68	71	100
Tobique Valley High	63	(35)	53	49	65	62	71	64	(30)	42	20	62	56	73
District 13 Average	**69**	**(221)**	**65**	**72**	**72**	**70**	**93**	**69**	**(245)**	**50**	**42**	**70**	**64**	**88**
Dalhousie Reg. High	64	(64)	66	77	66	66	86	65	(83)	59	66	72	68	86
Sugarloaf Senior High	84	(62)	49	45	69	63	84	83	(75)	58	64	70	67	87
District 14 Average	**72**	**(126)**	**58**	**61**	**67**	**65**	**85**	**72**	**(158)**	**58**	**65**	**71**	**68**	**86**
Bathurst High	60	(114)	63	73	71	69	89	61	(135)	56	53	68	64	85
District 15 Average	**60**	**(114)**	**63**	**73**	**71**	**69**	**89**	**61**	**(135)**	**56**	**53**	**68**	**64**	**85**
Blackville Rural High	69	(22)	67	91	70	69	91	66	(27)	59	70	70	67	93
Bonar Law Memorial	71	(62)	36	24	54	49	50	86	(55)	51	49	70	64	86
James M. Hill Memorial	81	(155)	65	77	68	67	85	72	(172)	57	63	64	62	77
Miramichi Valley High	83	(166)	63	74	70	68	90	80	(149)	64	69	68	67	90
North and South Esk Reg.	78	(35)	71	83	72	72	97	72	(39)	57	67	72	67	95
District 16 Average	**79**	**(440)**	**61**	**70**	**67**	**65**	**83**	**76**	**(442)**	**59**	**64**	**67**	**65**	**85**
Cambridge Narrows	81	(22)	32	5	77	64	91	76	(16)	55	44	57	56	75
Chipman Jr./Sr. High	77	(51)	41	29	63	56	67	49	(24)	50	42	65	61	75
Minto Memorial High	68	(54)	62	69	62	62	76	69	(35)	49	46	66	61	83
Oromocto Senior High	70	(208)	56	61	68	64	89	64	(190)	51	46	69	64	86
District 17 Average	**71**	**(335)**	**53**	**53**	**67**	**63**	**84**	**63**	**(265)**	**51**	**46**	**67**	**63**	**84**
Doaktown Consolidated	70	(16)	56	69	75	70	100	51	(19)	53	42	78	71	95
Fredericton High	86	(616)	56	59	67	64	82	78	(683)	52	51	66	62	81
Harvey High	52	(25)	65	68	70	69	92	58	(26)	52	46	65	61	77
McAdam High	42	(10)	47	40	62	57	70	50	(9)	58	56	74	69	100
Stanley Regional High	66	(29)	45	35	68	62	83	73	(27)	48	48	68	62	78
Upper Miramichi Regional	*	--	--	--	--	--	--	57	(20)	33	10	64	55	80
District 18 Average	**80**	**(696)**	**56**	**59**	**68**	**64**	**83**	**75**	**(784)**	**52**	**50**	**66**	**62**	**82**
Provincial Average	**75**	**(4993)**	**54**	**55**	**68**	**64**	**84**	**73**	**(5073)**	**51**	**49**	**67**	**63**	**83**

* Pilot course

In reading the following chart, you can see that 73% of grade 11 students taking mathematics at Hampton High in 1999-2000 were enroled in level 111/112 courses, compared to 77% enroled in level 111/112 the previous year. Their average mark on the examination was 65%, up 9% from 1998-1999. Seventy-five percent of the 1999-2000 students passed the examination, compared to 63% in 1998-1999. This year's students earned an average school mark of 69%, one point less than in 1998-1999. This year, 92% of Hampton High 111/112 mathematics students passed the course, compared to 90% for the district and 84% for the province.

	Mathematics 111/112 1999-2000							Mathematics 111/112 1998/99						
School	% Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	% Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	78	(228)	52	50	66	62	80	71	(210)	53	56	64	61	77
MacNaughton	25	(1)	58	100	66	64	100	8	(1)	58	100	69	66	100
Moncton High	80	(268)	58	62	67	65	83	70	(226)	59	64	69	66	85
Riverview High	83	(276)	58	65	68	65	86	84	(251)	59	69	68	65	87
Tantramar High	67	(111)	61	65	70	67	86	71	(96)	65	74	73	70	90
District 02 Average	**78**	**(884)**	**57**	**60**	**67**	**64**	**83**	**74**	**(784)**	**58**	**65**	**68**	**65**	**84**
Caledonia Reg. High	64	(43)	53	51	69	64	84	60	(45)	50	47	64	60	78
J. M. A. Armstrong High	74	(67)	50	46	73	67	93	51	(46)	43	30	70	62	87
PALS (Sussex)	--	--	--	--	--	--	--	33	(4)	28	25	79	63	75
Petitcodiac Reg. High	62	(49)	53	48	70	65	84	65	(58)	62	67	75	71	90
Sussex Reg. High	72	(148)	49	43	68	62	76	71	(150)	49	45	72	65	86
District 04 Average	**68**	**(307)**	**51**	**45**	**69**	**64**	**82**	**62**	**(303)**	**50**	**47**	**71**	**65**	**86**
Belleisle Reg. High	75	(21)	46	38	69	62	86	89	(33)	45	33	64	59	85
Hampton High	73	(142)	65	75	69	68	92	77	(160)	56	63	70	66	88
Kennebecasis Valley High	89	(227)	54	53	71	66	86	83	(262)	53	54	70	65	86
Rothesay High	87	(95)	69	86	72	71	95	92	(94)	57	66	69	65	85
District 06 Average	**83**	**(485)**	**60**	**65**	**70**	**67**	**90**	**83**	**(549)**	**54**	**58**	**69**	**65**	**86**
Harbour View High	81	(246)	47	40	67	61	87	76	(199)	40	29	61	55	64
Saint John High	75	(160)	55	58	63	61	74	81	(175)	56	54	65	62	80
Simonds High	72	(242)	39	24	70	60	80	70	(233)	39	23	67	59	78
St. Malachy's High	84	(164)	46	38	60	56	74	79	(174)	51	47	64	60	78
St. Vincent's High	76	(72)	42	25	68	60	74	53	(57)	41	23	66	59	84
Woodlawn	100	(1)	30	0	65	55	100							
District 08 Average	**77**	**(885)**	**46**	**37**	**66**	**60**	**79**	**74**	**(838)**	**45**	**36**	**65**	**59**	**76**
Campobello Island	91	(10)	63	70	75	72	100	77	(10)	52	70	73	67	100
Fundy High	69	(78)	42	40	61	55	73	83	(101)	43	34	69	61	83
Grand Manan High	72	(21)	43	29	69	61	81	56	(19)	42	32	64	57	74
Sir James Dunn Academy	95	(39)	59	69	79	73	92	74	(29)	47	31	68	62	86
St. Stephen High	77	(108)	52	47	70	65	91	76	(110)	44	33	70	62	78
District 10 Average	**76**	**(256)**	**50**	**48**	**69**	**63**	**85**	**76**	**(269)**	**44**	**34**	**69**	**62**	**81**

School	Mathematics 111/112 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 111/112 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Canterbury High	50	(12)	66	92	75	72	100	74	(29)	39	21	78	66	97
Hartland High	86	(50)	61	68	80	74	100	89	(49)	52	51	75	68	84
Nackawic Senior	71	(52)	56	56	73	68	96	68	(85)	43	38	73	64	82
Woodstock High	67	(130)	50	51	67	62	78	74	(138)	41	28	68	60	
District 12 Average	**70**	**(244)**	**54**	**57**	**71**	**66**	**87**	**74**	**(301)**	**43**	**34**	**71**	**63**	**81**
Carleton North Senior	70	(105)	76	91	74	75	99	76	(108)	48	42	71	65	86
John Caldwell	47	(29)	50	41	71	65	86	69	(59)	49	42	68	63	90
Southern Victoria	45	(39)	56	62	76	70	100	59	(39)	52	49	74	67	100
St. Mary's Academy	100	(13)	77	92	70	72	92	64	(9)	77	100	68	71	100
Tobique Valley High	63	(35)	53	49	65	62	71	64	(30)	42	20	62	56	73
District 13 Average	**60**	**(221)**	**65**	**72**	**72**	**70**	**93**	**69**	**(245)**	**50**	**42**	**70**	**64**	**88**
Dalhousie Reg. High	64	(64)	66	77	66	66	86	65	(83)	59	66	72	68	86
Sugarloaf Senior High	84	(62)	49	45	69	63	84	83	(75)	58	64	70	67	87
District 14 Average	**72**	**(126)**	**58**	**61**	**67**	**65**	**85**	**72**	**(158)**	**58**	**65**	**71**	**68**	**86**
Bathurst High	60	(114)	63	73	71	69	89	61	(135)	56	53	68	64	85
District 15 Average	**60**	**(114)**	**63**	**73**	**71**	**69**	**89**	**61**	**(135)**	**56**	**53**	**68**	**64**	**85**
Blackville Rural High	69	(22)	67	91	70	69	91	66	(27)	59	70	70	67	93
Bonar Law Memorial	71	(62)	36	24	54	49	50	86	(55)	51	49	70	64	86
James M. Hill Memorial	81	(155)	65	77	68	67	85	72	(172)	57	63	64	62	77
Miramichi Valley High	83	(166)	63	74	70	68	90	80	(149)	64	69	68	67	90
North and South Esk Reg.	78	(35)	71	83	72	72	97	72	(39)	57	67	72	67	95
District 16 Average	**79**	**(440)**	**61**	**70**	**67**	**65**	**83**	**76**	**(442)**	**59**	**64**	**67**	**65**	**85**
Cambridge Narrows	81	(22)	32	5	77	64	91	76	(16)	55	44	57	56	75
Chipman Jr./Sr. High	77	(51)	41	29	63	56	67	49	(24)	50	42	65	61	75
Minto Memorial High	68	(54)	62	69	62	62	76	69	(35)	49	46	66	61	83
Oromocto Senior High	70	(208)	56	61	68	64	89	64	(190)	51	46	69	64	86
District 17 Average	**71**	**(335)**	**53**	**53**	**67**	**63**	**84**	**63**	**(265)**	**51**	**46**	**67**	**63**	**84**
Doaktown Consolidated	70	(16)	56	69	75	70	100	51	(19)	53	42	78	71	95
Fredericton High	86	(616)	56	59	67	64	82	78	(683)	52	51	66	62	81
Harvey High	52	(25)	65	68	70	69	92	58	(26)	52	46	65	61	77
McAdam High	42	(10)	47	40	62	57	70	50	(9)	58	56	74	69	100
Stanley Regional High	66	(29)	45	35	68	62	83	73	(27)	48	48	68	62	78
Upper Miramichi Regional	*	--	--	--	--	--	--	57	(20)	33	10	64	55	80
District 18 Average	**80**	**(696)**	**56**	**59**	**68**	**64**	**83**	**75**	**(784)**	**52**	**50**	**66**	**62**	**82**
Provincial Average	**75**	**(4993)**	**54**	**55**	**68**	**64**	**84**	**73**	**(5073)**	**51**	**49**	**67**	**63**	**83**

* Pilot course

School	Mathematics 113 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	22	(64)	48	48	62	58	80	29	(84)	43	31	56	52	66
MacNaughton	75	(3)	64	100	69	67	100	92	(12)	58	75	65	63	100
Moncton High	20	(65)	59	72	70	67	91	30	(96)	50	45	65	60	81
Riverview High	17	(56)	60	80	66	64	91	16	(48)	52	58	58	57	79
Tantramar High	33	(55)	55	60	65	62	87	29	(39)	51	56	66	61	80
District 02 Average	**22**	**(243)**	**55**	**65**	**66**	**63**	**87**	**26**	**(279)**	**49**	**46**	**61**	**58**	**77**
Caledonia Reg. High	36	(24)	57	67	66	64	83	40	(30)	50	50	74	67	97
J. M. A. Armstrong High	26	(24)	47	42	63	58	96	49	(45)	46	44	60	56	76
PALS (Petitcodiac)	100	(3)	55	67	48	50	67	100	(8)	52	38	83	74	100
PALS (Sussex)	100	(7)	64	100	72	70	100	67	(8)	48	25	68	62	100
Petitcodiac Reg. High	38	(30)	53	67	57	56	83	35	(31)	48	58	58	55	71
Sussex Reg. High	28	(57)	47	44	62	58	86	29	(62)	45	34	66	60	86
District 04 Average	**32**	**(145)**	**51**	**55**	**62**	**59**	**87**	**38**	**(184)**	**47**	**43**	**65**	**60**	**84**
Belleisle Reg. High	25	(7)	45	57	62	57	57	11	(4)	47	50	64	59	100
Hampton High	27	(52)	61	73	67	65	90	23	(47)	51	51	68	63	85
Kennebecasis Valley High	11	(28)	54	75	65	62	82	17	(54)	52	54	65	62	89
Rothesay High	13	(14)	59	71	56	57	71	8	(8)	45	25	67	60	100
District 06 Average	**17**	**(101)**	**57**	**72**	**64**	**62**	**83**	**17**	**(113)**	**51**	**50**	**66**	**62**	**89**
Harbour View High	19	(57)	46	42	66	60	83	24	(63)	52	52	57	56	81
Saint John High	25	(54)	51	57	50	51	57	19	(40)	49	50	57	55	75
Simonds High	28	(94)	45	46	62	57	80	30	(102)	43	40	57	53	69
St. Malachy's High	16	(31)	53	52	61	58	81	21	(45)	54	53	66	62	80
St. Vincent's High	24	(23)	44	26	56	53	61	47	(50)	41	32	65	58	84
District 08 Average	**23**	**(259)**	**47**	**46**	**60**	**56**	**74**	**26**	**(300)**	**47**	**45**	**60**	**56**	**76**
Campobello Island	9	(1)	54	100	85	76	100	23	(3)	53	67	65	61	100
Fundy High	31	(35)	36	26	70	60	92	17	(21)	39	24	66	58	81
Grand Manan High	28	(8)	56	75	59	58	88	44	(15)	47	47	50	49	67
Sir James Dunn Academy	5	(2)	69	100	72	71	100	26	(10)	51	50	71	65	90
St. Stephen High	23	(33)	64	88	64	64	97	24	(35)	46	46	74	65	94
District 10 Average	**24**	**(79)**	**51**	**60**	**67**	**62**	**94**	**24**	**(84)**	**45**	**42**	**67**	**61**	**86**
Canterbury High	50	(12)	78	100	69	72	100	26	(10)	41	30	70	61	90
Hartland High	14	(8)	64	88	78	73	100	11	(6)	51	50	75	68	100
Nackawic Senior	21	(21)	61	76	67	66	95	32	(40)	46	40	67	61	75
Woodstock High	33	(63)	66	75	61	63	83	26	(48)	36	23	62	55	69
District 12 Average	**30**	**(104)**	**66**	**79**	**65**	**65**	**89**	**26**	**(104)**	**41**	**32**	**66**	**58**	**75**

School	Mathematics 113 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	30	(46)	67	91	54	58	87	24	(35)	47	46	61	57	83
John Caldwell	53	(33)	52	58	75	68	94	31	(26)	38	19	62	55	73
Southern Victoria	55	(47)	49	40	68	62	100	41	(27)	55	70	68	64	100
St. Mary's Academy	--	--	--	--	--	--	--	36	(5)	70	100	62	64	100
Tobique Valley High	37	(21)	54	57	59	58	81	36	(17)	45	35	65	59	94
District 13 Average	**40**	**(147)**	**56**	**63**	**64**	**62**	**92**	**31**	**(110)**	**48**	**46**	**64**	**59**	**87**
Dalhousie Reg. High	36	(36)	53	56	71	66	94	35	(45)	50	60	66	61	78
Sugarloaf Senior High	16	(12)	55	75	72	67	100	17	(15)	41	40	61	55	67
District 14 Average	**28**	**(48)**	**54**	**60**	**71**	**66**	**96**	**28**	**(60)**	**48**	**55**	**65**	**60**	**75**
Bathurst High	40	(77)	51	56	63	60	77	39	(85)	43	29	56	52	61
District 15 Average	**40**	**(77)**	**51**	**56**	**63**	**60**	**77**	**39**	**(85)**	**43**	**29**	**56**	**52**	**61**
Blackville Rural High	31	(10)	63	70	70	68	90	34	(14)	67	93	71	70	100
Bonar Law Memorial	29	(25)	42	36	64	57	68	14	(9)	38	11	69	60	89
James M. Hill Memorial	19	(37)	52	54	58	56	73	28	(67)	58	64	71	67	94
Learning Centre	100	(4)	70	100	71	71	100							
Miramichi Valley High	17	(34)	69	79	63	65	88	20	(37)	57	68	66	64	89
North and South Esk Reg.	22	(10)	34	20	59	52	50	28	(15)	35	27	65	56	67
District 16 Average	**21**	**(120)**	**55**	**58**	**62**	**60**	**77**	**24**	**(142)**	**55**	**61**	**69**	**65**	**90**
Cambridge Narrows	19	(5)	38	40	67	58	80	24	(5)	54	60	76	70	100
Chipman Jr./Sr. High	23	(15)	36	20	53	48	40	51	(25)	55	60	67	64	92
Minto Memorial High	32	(26)	67	89	72	71	100	31	(16)	62	81	70	68	100
Oromocto Senior High	30	(90)	61	74	66	65	96	36	(109)	43	29	64	58	84
District 17 Average	**29**	**(136)**	**58**	**70**	**66**	**64**	**90**	**37**	**(155)**	**47**	**41**	**66**	**60**	**87**
Doaktown Consolidated	30	(7)	62	86	65	64	100	49	(18)	48	39	67	61	94
Fredericton High	14	(99)	63	73	62	62	82	22	(193)	44	35	64	58	73
Harvey High	48	(23)	69	96	62	64	96	42	(19)	47	37	67	61	90
McAdam High	58	(14)	56	79	62	60	79	50	(9)	56	44	70	66	100
Stanley Regional High	34	(15)	55	67	66	63	93	27	(10)	49	50	72	65	90
Upper Miramichi Regional	100	(12)	64	83	74	71	92	43	(15)	51	33	67	62	100
District 18 Average	**20**	**(170)**	**62**	**77**	**63**	**63**	**86**	**25**	**(264)**	**46**	**36**	**65**	**59**	**78**
Provincial Average	**25**	**(1629)**	**54**	**61**	**63**	**61**	**85**	**27**	**(1880)**	**46**	**43**	**63**	**59**	**80**

School	Mathematics 113 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	22	(64)	48	48	62	58	80	29	(84)	43	31	56	52	66
MacNaughton	75	(3)	64	100	69	67	100	92	(12)	58	75	65	63	100
Moncton High	20	(65)	59	72	70	67	91	30	(96)	50	45	65	60	81
Riverview High	17	(56)	60	80	66	64	91	16	(48)	52	58	58	57	79
Tantramar High	33	(55)	55	60	65	62	87	29	(39)	51	56	66	61	80
District 02 Average	**22**	**(243)**	**55**	**65**	**66**	**63**	**87**	**26**	**(279)**	**49**	**46**	**61**	**58**	**77**
Caledonia Reg. High	36	(24)	57	67	66	64	83	40	(30)	50	50	74	67	97
J. M. A. Armstrong High	26	(24)	47	42	63	58	96	49	(45)	46	44	60	56	76
PALS (Petitcodiac)	100	(3)	55	67	48	50	67	100	(8)	52	38	83	74	100
PALS (Sussex)	100	(7)	64	100	72	70	100	67	(8)	48	25	68	62	100
Petitcodiac Reg. High	38	(30)	53	67	57	56	83	35	(31)	48	58	58	55	71
Sussex Reg. High	28	(57)	47	44	62	58	86	29	(62)	45	34	66	60	86
District 04 Average	**32**	**(145)**	**51**	**55**	**62**	**59**	**87**	**38**	**(184)**	**47**	**43**	**65**	**60**	**84**
Belleisle Reg. High	25	(7)	45	57	62	57	57	11	(4)	47	50	64	59	100
Hampton High	27	(52)	61	73	67	65	90	23	(47)	51	51	68	63	85
Kennebecasis Valley High	11	(28)	54	75	65	62	82	17	(54)	52	54	65	62	89
Rothesay High	13	(14)	59	71	56	57	71	8	(8)	45	25	67	60	100
District 06 Average	**17**	**(101)**	**57**	**72**	**64**	**62**	**83**	**17**	**(113)**	**51**	**50**	**66**	**62**	**89**
Harbour View High	19	(57)	46	42	66	60	83	24	(63)	52	52	57	56	81
Saint John High	25	(54)	51	57	50	51	57	19	(40)	49	30	57	55	75
Simonds High	28	(94)	45	46	62	57	80	30	(102)	43	40	57	53	69
St. Malachy's High	16	(31)	53	52	61	58	81	21	(45)	54	53	66	62	80
St. Vincent's High	24	(23)	44	26	56	53	61	47	(50)	41	32	65	58	84
District 08 Average	**23**	**(259)**	**47**	**46**	**60**	**56**	**74**	**26**	**(300)**	**47**	**45**	**60**	**56**	**76**
Campobello Island	9	(1)	54	100	85	76	100	23	(3)	53	67	65	61	100
Fundy High	31	(35)	36	26	70	60	92	17	(21)	39	24	66	58	81
Grand Manan High	28	(8)	56	75	59	58	88	44	(15)	47	47	50	49	67
Sir James Dunn Academy	5	(2)	69	100	72	71	100	26	(10)	51	50	71	65	90
St. Stephen High	23	(33)	64	88	64	64	97	24	(35)	46	46	74	65	94
District 10 Average	**24**	**(79)**	**51**	**60**	**67**	**62**	**94**	**24**	**(84)**	**45**	**42**	**67**	**61**	**86**
Canterbury High	50	(12)	78	100	69	72	100	26	(10)	41	30	70	61	90
Hartland High	14	(8)	64	88	78	73	100	11	(6)	51	50	75	68	100
Nackawic Senior	21	(21)	61	76	67	66	95	32	(40)	46	40	67	61	75
Woodstock High	33	(63)	66	75	61	63	83	26	(48)	36	23	62	55	69
District 12 Average	**30**	**(104)**	**66**	**79**	**65**	**65**	**89**	**26**	**(104)**	**41**	**32**	**66**	**58**	**75**

School	Mathematics 113 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	Mathematics 113 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	30	(46)	67	91	54	58	87	24	(35)	47	46	61	57	83
John Caldwell	53	(33)	52	58	75	68	94	31	(26)	38	19	62	55	73
Southern Victoria	55	(47)	49	40	68	62	100	41	(27)	55	70	68	64	100
St. Mary's Academy	–	–	–	–	–	–	–	36	(5)	70	100	62	64	100
Tobique Valley High	37	(21)	54	57	59	58	81	36	(17)	45	35	65	59	94
District 13 Average	**40**	**(147)**	**56**	**63**	**64**	**62**	**92**	**31**	**(110)**	**48**	**46**	**64**	**59**	**87**
Dalhousie Reg. High	36	(36)	53	56	71	66	94	35	(45)	50	60	66	61	78
Sugarloaf Senior High	16	(12)	55	75	72	67	100	17	(15)	41	40	61	55	67
District 14 Average	**28**	**(48)**	**54**	**69**	**71**	**66**	**96**	**28**	**(60)**	**48**	**55**	**65**	**60**	**75**
Bathurst High	40	(77)	51	56	63	60	77	39	(85)	43	29	56	52	61
District 15 Average	**40**	**(77)**	**51**	**56**	**63**	**60**	**77**	**39**	**(85)**	**43**	**29**	**56**	**52**	**61**
Blackville Rural High	31	(10)	63	70	70	68	90	34	(14)	67	93	71	70	100
Bonar Law Memorial	29	(25)	42	36	64	57	68	14	(9)	38	11	69	60	89
James M. Hill Memorial	19	(37)	52	54	58	56	73	28	(67)	58	64	71	67	94
Learning Centre	100	(4)	70	100	71	71	100							
Miramichi Valley High	17	(34)	69	79	63	65	88	20	(37)	57	68	66	64	89
North and South Esk Reg.	22	(10)	34	20	59	52	50	28	(15)	35	27	65	56	67
District 16 Average	**21**	**(120)**	**55**	**58**	**62**	**60**	**77**	**24**	**(142)**	**55**	**61**	**69**	**65**	**90**
Cambridge Narrows	19	(5)	38	40	67	58	80	24	(5)	54	60	76	70	100
Chipman Jr./Sr. High	23	(15)	36	20	53	48	40	51	(25)	55	60	67	64	92
Minto Memorial High	32	(26)	67	89	72	71	100	31	(16)	62	81	70	68	100
Oromocto Senior High	30	(90)	61	74	66	65	96	36	(109)	43	29	64	58	84
District 17 Average	**29**	**(136)**	**58**	**70**	**66**	**64**	**90**	**37**	**(155)**	**47**	**41**	**66**	**60**	**87**
Doaktown Consolidated	30	(7)	62	86	65	64	100	49	(18)	48	39	67	61	94
Fredericton High	14	(99)	63	73	62	62	82	22	(193)	44	35	64	58	73
Harvey High	48	(23)	69	96	62	64	96	42	(19)	47	37	67	61	90
McAdam High	58	(14)	56	79	62	60	79	50	(9)	56	44	70	66	100
Stanley Regional High	34	(15)	55	67	66	63	93	27	(10)	49	50	72	65	90
Upper Miramichi Regional	100	(12)	64	83	74	71	92	43	(15)	51	33	67	62	100
District 18 Average	**28**	**(170)**	**62**	**77**	**63**	**63**	**86**	**25**	**(264)**	**46**	**36**	**65**	**59**	**78**
Provincial Average	**25**	**(1629)**	**54**	**61**	**63**	**61**	**85**	**27**	**(1888)**	**46**	**43**	**63**	**59**	**80**

School	English 111/112 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 111/112 1998//99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	82	(213)	66	88	69	68	89	80	(218)	68	98	67	68	95
MacNaughton*	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Moncton High	88	(277)	64	87	71	69	95	82	(264)	67	93	70	69	95
Riverview High	86	(244)	66	91	65	66	95	88	(263)	68	94	65	66	94
Tantramar High	82	(112)	65	88	70	69	96	78	(108)	70	96	76	74	98
District 02 Average	**85**	**(846)**	**65**	**89**	**69**	**68**	**94**	**82**	**(853)**	**68**	**95**	**68**	**68**	**95**
Caledonia Reg. High	83	(43)	64	95	78	74	100	80	(47)	66	96	74	72	100
J. M. A. Armstrong High	75	(67)	56	66	71	67	96	71	(64)	63	91	70	68	94
PALS (Petitcodiac)	–	–	–	–	–	–	–	12	(1)	72	100	85	81	100
PALS (Sussex)	–	–	–	–	–	–	–	17	(1)	64	100	71	69	100
Petitcodiac Reg. High	75	(52)	63	79	67	66	94	82	(56)	70	100	67	68	100
Sussex Reg. High	72	(136)	64	83	69	68	94	78	(154)	66	96	69	68	95
District 04 Average	**72**	**(298)**	**62**	**80**	**71**	**68**	**95**	**75**	**(323)**	**66**	**95**	**70**	**69**	**96**
Belleisle Reg. High	91	(20)	55	60	70	66	100	82	(31)	64	90	65	65	94
Hampton High	77	(138)	67	96	72	71	100	86	(149)	67	93	69	69	95
Kennebecasis Valley High	86	(205)	64	87	70	68	95	90	(247)	69	95	72	71	96
Rothesay High	91	(104)	63	82	76	72	95	93	(96)	67	94	63	65	91
District 06 Average	**84**	**(467)**	**64**	**87**	**72**	**70**	**97**	**89**	**(523)**	**68**	**94**	**69**	**69**	**95**
Harbour View High	79	(216)	62	86	63	63	92	77	(215)	62	86	62	62	85
Saint John High	96	(164)	62	74	66	65	86	94	(177)	69	93	74	72	97
Simonds High	83	(247)	59	73	66	64	89	80	(243)	60	[illegible]	66	65	89
St. Malachy's High	84	(124)	64	79	61	62	88	81	(155)	66	[illegible]	66	66	96
St. Vincent's High	84	(63)	61	83	69	67	95	73	(55)	65	96	67	66	100
District 08 Average	**84**	**(814)**	**61**	**78**	**65**	**64**	**90**	**81**	**(845)**	**64**	**89**	**67**	**66**	**92**
Campobello Island	82	(9)	56	89	68	65	100	100	(14)	62	93	67	66	93
Fundy High	85	(82)	56	62	74	68	95	78	(85)	62	89	72	69	94
Grand Manan High	71	(12)	63	100	67	66	92	73	(22)	62	91	63	63	86
Sir James Dunn Academy	92	(33)	71	97	74	73	97	93	(28)	73	96	68	70	96
St. Stephen High	82	(121)	59	75	73	69	94	82	(107)	66	96	78	74	100
District 10 Average	**84**	**(257)**	**60**	**75**	**73**	**69**	**95**	**82**	**(256)**	**65**	**93**	**73**	**71**	**96**
Canterbury High	68	(17)	60	65	75	70	94	71	(17)	70	100	74	73	100
Hartland High	84	(47)	67	85	78	75	100	91	(40)	68	98	72	71	95
Nackawic Senior	79	(53)	61	79	75	71	96	76	(81)	63	84	73	70	96
Woodstock High	74	(128)	63	85	70	68	91	79	(137)	67	97	70	69	97
District 12 Average	**76**	**(245)**	**63**	**82**	**73**	**70**	**94**	**79**	**(275)**	**66**	**94**	**71**	**70**	**97**

* No level 111/112.

School	English 111/112 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 111/112 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	69	(101)	62	81	70	68	96	70	(99)	66	97	71	69	95
John Caldwell	40	(25)	60	80	66	65	92	68	(47)	64	94	57	60	92
Southern Victoria	64	(59)	57	63	77	71	100	63	(44)	65	93	82	77	100
St. Mary's Academy	80	(12)	52	58	72	66	83	75	(9)	59	78	62	61	89
Tobique Valley High	91	(48)	55	67	69	65	85	62	(33)	60	88	72	68	100
District 13 Average	**66**	**(245)**	**59**	**73**	**71**	**68**	**94**	**67**	**(232)**	**64**	**94**	**70**	**68**	**96**
Dalhousie Reg. High	78	(71)	56	66	78	72	100	81	(85)	62	85	73	70	94
Sugarloaf Senior High	92	(65)	65	92	66	66	95	89	(70)	66	90	65	65	96
District 14 Average	**84**	**(136)**	**60**	**79**	**72**	**69**	**98**	**84**	**(155)**	**64**	**87**	**70**	**68**	**95**
Bathurst High	75	(137)	64	91	61	62	89	66	(139)	69	99	63	65	94
District 15 Average	**75**	**(137)**	**64**	**91**	**61**	**62**	**89**	**66**	**(139)**	**69**	**99**	**63**	**65**	**94**
Blackville Rural High	68	(25)	65	88	72	70	100	64	(27)	66	63	59	61	93
Bonar Law Memorial	71	(46)	50	57	49	50	65	77	(47)	64	85	57	59	89
James M. Hill Memorial	89	(150)	58	72	76	71	97	79	(165)	68	95	78	75	99
Miramichi Valley High	91	(179)	57	68	70	66	93	88	(164)	66	95	70	69	98
North and South Esk Reg.	78	(36)	64	78	73	71	97	75	(39)	65	87	67	66	95
District 16 Average	**85**	**(436)**	**58**	**70**	**70**	**67**	**92**	**80**	**(442)**	**66**	**93**	**70**	**69**	**97**
Cambridge Narrows	88	(15)	58	73	69	66	100	54	(15)	64	80	65	65	93
Chipman Jr./Sr. High	82	(47)	64	85	72	70	98	51	(19)	66	100	67	67	100
Minto Memorial High	84	(51)	59	77	67	65	90	87	(52)	63	90	68	67	92
Oromocto Senior High	80	(200)	60	80	70	67	97	78	(219)	64	89	66	65	88
District 17 Average	**81**	**(313)**	**60**	**80**	**70**	**67**	**96**	**75**	**(305)**	**64**	**90**	**66**	**66**	**90**
Doaktown Consolidated	83	(19)	58	63	79	73	100	54	(20)	68	100	79	76	100
Fredericton High	93	(614)	63	83	71	69	97	86	(702)	68	94	70	69	95
Harvey High	76	(28)	58	68	79	73	100	82	(47)	64	83	72	70	96
McAdam High	62	(16)	57	81	61	60	88	68	(15)	67	93	76	73	100
Stanley Regional High	75	(27)	59	78	72	68	100	76	(25)	68	100	73	71	100
Upper Miramichi Regional	67	(22)	72	100	74	73	100	53	(16)	64	88	67	66	94
District 18 Average	**89**	**(726)**	**62**	**82**	**72**	**69**	**97**	**83**	**(825)**	**67**	**93**	**70**	**69**	**95**
Provincial Average	**82**	**(4920)**	**62**	**81**	**69**	**67**	**94**	**80**	**(5173)**	**66**	**92**	**69**	**68**	**95**

School	English 111/112 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 111/112 1998//99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	82	(213)	66	88	69	68	89	80	(218)	68	98	67	68	95
MacNaughton*	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Moncton High	88	(277)	64	87	71	69	95	82	(264)	67	93	70	69	95
Riverview High	86	(244)	66	91	65	66	95	88	(263)	68	94	65	66	94
Tantramar High	82	(112)	65	88	70	69	96	78	(108)	70	96	76	74	98
District 02 Average	**85**	**(846)**	**65**	**89**	**69**	**68**	**94**	**82**	**(853)**	**68**	**95**	**68**	**68**	**95**
Caledonia Reg. High	83	(43)	64	95	78	74	100	80	(47)	66	96	74	72	100
J. M. A. Armstrong High	75	(67)	56	66	71	67	96	71	(64)	63	91	70	68	94
PALS (Petitcodiac)	–	–	–	–	–	–	–	12	(1)	72	100	85	81	100
PALS (Sussex)	–	–	–	–	–	–	–	17	(1)	64	100	71	69	100
Petitcodiac Reg. High	75	(52)	63	79	67	66	94	82	(56)	70	100	67	68	100
Sussex Reg. High	72	(136)	64	83	69	68	94	78	(154)	66	96	69	68	95
District 04 Average	**72**	**(298)**	**62**	**80**	**71**	**68**	**95**	**75**	**(323)**	**66**	**95**	**70**	**69**	**96**
Belleisle Reg. High	91	(20)	55	60	70	66	100	82	(31)	64	90	65	65	94
Hampton High	77	(138)	67	96	72	71	100	86	(149)	67	93	69	69	95
Kennebecasis Valley High	86	(205)	64	87	70	68	95	90	(247)	69	95	72	71	96
Rothesay High	91	(104)	63	82	76	72	95	93	(96)	67	94	63	65	91
District 06 Average	**84**	**(467)**	**64**	**87**	**72**	**70**	**97**	**89**	**(523)**	**68**	**94**	**69**	**69**	**95**
Harbour View High	79	(216)	62	86	63	63	92	77	(215)	62	86	62	62	85
Saint John High	96	(164)	62	74	66	65	86	94	(177)	69	93	74	72	97
Simonds High	83	(247)	59	73	66	64	89	80	(243)	60	83	66	65	89
St. Malachy's High	84	(124)	64	79	61	62	88	81	(155)	66	94	66	66	96
St. Vincent's High	84	(63)	61	83	69	67	95	73	(55)	65	96	67	66	100
District 08 Average	**84**	**(814)**	**61**	**78**	**65**	**64**	**90**	**81**	**(845)**	**64**	**89**	**67**	**66**	**92**
Campobello Island	82	(9)	56	89	68	65	100	100	(14)	62	93	67	66	93
Fundy High	85	(82)	56	62	74	68	95	78	(85)	62	89	72	69	94
Grand Manan High	71	(12)	63	100	67	66	92	73	(22)	62	91	63	63	86
Sir James Dunn Academy	92	(33)	71	97	74	73	97	93	(28)	73	96	68	70	96
St. Stephen High	82	(121)	59	75	73	69	94	82	(107)	66	96	78	74	100
District 10 Average	**84**	**(257)**	**60**	**75**	**73**	**69**	**95**	**82**	**(256)**	**65**	**93**	**73**	**71**	**96**
Canterbury High	68	(17)	60	65	75	70	94	71	(17)	70	100	74	73	100
Hartland High	84	(47)	67	85	78	75	100	91	(40)	68	98	72	71	95
Nackawic Senior	79	(53)	61	79	75	71	96	76	(81)	63	84	73	70	96
Woodstock High	74	(128)	63	85	70	68	91	79	(137)	67	97	70	69	97
District 12 Average	**76**	**(245)**	**63**	**82**	**73**	**70**	**94**	**79**	**(275)**	**66**	**94**	**71**	**70**	**97**

* No level 111/112.

School	English 111/112 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 111/112 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	69	(101)	62	81	70	68	96	70	(99)	66	97	71	69	95
John Caldwell	40	(25)	60	80	66	65	92	68	(47)	64	94	57	60	92
Southern Victoria	64	(59)	57	63	77	71	100	63	(44)	65	93	82	77	100
St. Mary's Academy	80	(12)	52	58	72	66	83	75	(9)	59	78	62	61	89
Tobique Valley High	91	(48)	55	67	69	65	85	62	(33)	60	88	72	68	100
District 13 Average	**66**	**(245)**	**59**	**73**	**71**	**68**	**94**	**67**	**(232)**	**64**	**94**	**70**	**68**	**96**
Dalhousie Reg. High	78	(71)	56	66	78	72	100	81	(85)	62	85	73	70	94
Sugarloaf Senior High	92	(65)	65	92	66	66	95	89	(70)	66	90	65	65	96
District 14 Average	**84**	**(136)**	**60**	**79**	**72**	**69**	**98**	**84**	**(155)**	**64**	**87**	**70**	**68**	**95**
Bathurst High	75	(137)	64	91	61	62	89	66	(139)	69	99	63	65	94
District 15 Average	**75**	**(137)**	**64**	**91**	**61**	**62**	**89**	**66**	**(139)**	**69**	**99**	**63**	**65**	**94**
Blackville Rural High	68	(25)	65	88	72	70	100	64	(27)	66	63	59	61	93
Bonar Law Memorial	71	(46)	50	57	49	50	65	77	(47)	64	85	57	59	89
James M. Hill Memorial	89	(150)	58	72	76	71	97	79	(165)	68	95	78	75	99
Miramichi Valley High	91	(179)	57	68	70	66	93	88	(164)	66	95	70	69	98
North and South Esk Reg.	78	(36)	64	78	73	71	97	75	(39)	65	87	67	66	95
District 16 Average	**85**	**(436)**	**58**	**70**	**70**	**67**	**92**	**80**	**(442)**	**66**	**93**	**70**	**69**	**97**
Cambridge Narrows	88	(15)	58	73	69	66	100	54	(15)	64	80	65	65	93
Chipman Jr./Sr. High	82	(47)	64	85	72	70	98	51	(19)	66	100	67	67	100
Minto Memorial High	84	(51)	59	77	67	65	90	87	(52)	63	90	68	67	92
Oromocto Senior High	80	(200)	60	80	70	67	97	78	(219)	64	89	66	65	88
District 17 Average	**81**	**(313)**	**60**	**80**	**70**	**67**	**96**	**75**	**(305)**	**64**	**90**	**66**	**66**	**90**
Doaktown Consolidated	83	(19)	58	63	79	73	100	54	(20)	68	100	79	76	100
Fredericton High	93	(614)	63	83	71	69	97	86	(702)	68	94	70	69	95
Harvey High	76	(28)	58	68	79	73	100	82	(47)	64	83	72	70	96
McAdam High	62	(16)	57	81	61	60	88	68	(15)	67	93	76	73	100
Stanley Regional High	75	(27)	59	78	72	68	100	76	(25)	68	100	73	71	100
Upper Miramichi Regional	67	(22)	72	100	74	73	100	53	(16)	64	88	67	66	94
District 18 Average	**89**	**(726)**	**62**	**82**	**72**	**69**	**97**	**83**	**(825)**	**67**	**93**	**70**	**69**	**95**
Provincial Average	**82**	**(4920)**	**62**	**81**	**69**	**67**	**94**	**80**	**(5173)**	**66**	**92**	**69**	**68**	**95**

School	English 113 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	18	(48)	55	67	64	61	92	20	(56)	59	77	58	58	86
MacNaughton	100	(2)	58	100	67	64	100	100	(2)	63	100	63	63	100
Moncton High	12	(37)	61	81	58	59	84	18	(57)	62	93	57	59	86
Riverview High	14	(40)	63	88	56	58	88	12	(35)	62	94	56	58	91
Tantramar High	18	(25)	59	80	61	60	88	22	(31)	60	87	56	57	87
District 02 Average	**15**	**(152)**	**59**	**78**	**60**	**60**	**88**	**18**	**(181)**	**61**	**87**	**57**	**58**	**87**
Caledonia Reg. High	17	(9)	62	89	52	56	89	20	(12)	61	83	62	62	75
J. M. A. Armstrong High	25	(22)	55	55	56	56	82	29	(26)	58	77	45	49	58
PALS (Petitcodiac)	100	(9)	61	89	75	71	100	88	(7)	63	86	69	68	100
PALS (Sussex)	100	(4)	60	100	61	60	100	83	(5)	63	100	48	53	80
Petitcodiac Reg. High	25	(17)	61	82	64	63	100	18	(12)	65	100	56	59	100
Sussex Reg. High	28	(53)	63	89	60	61	98	22	(43)	59	86	64	62	91
District 04 Average	**28**	**(114)**	**61**	**82**	**60**	**61**	**95**	**25**	**(105)**	**60**	**86**	**58**	**58**	**82**
Belleisle Reg. High	9	(2)	52	50	68	63	100	18	(7)	59	100	60	60	100
Hampton High	23	(42)	60	83	63	63	95	14	(25)	64	92	65	64	96
Kennebecasis Valley High	14	(33)	59	76	59	59	82	10	(26)	62	81	70	68	100
Rothesay High	9	(10)	60	70	55	57	90	7	(7)	69	100	63	64	100
District 06 Average	**16**	**(87)**	**60**	**78**	**61**	**61**	**90**	**11**	**(65)**	**63**	**89**	**66**	**65**	**99**
Harbour View High	21	(59)	56	76	57	57	90	23	(66)	55	64	49	51	70
Saint John High	4	(6)	55	67	51	52	67	6	(12)	64	92	37	46	42
Simonds High	17	(51)	54	63	58	57	82	20	(59)	60	88	55	57	83
St. Malachy's High	16	(23)	58	74	54	55	87	19	(36)	58	78	50	52	81
St. Vincent's High	16	(12)	64	92	62	62	100	27	(20)	61	95	58	59	95
District 08 Average	**16**	**(151)**	**56**	**72**	**57**	**57**	**87**	**19**	**(193)**	**58**	**79**	**51**	**53**	**77**
Campobello Island	18	(2)	58	100	45	50	100	0	–	–	–	–	–	–
Fundy High	15	(14)	49	43	60	57	93	22	(24)	63	100	61	62	96
Grand Manan High	29	(5)	62	80	61	61	100	27	(8)	53	75	49	50	63
Sir James Dunn Academy	8	(3)	56	100	73	68	100	7	(2)	46	0	53	51	100
St. Stephen High	18	(26)	59	69	71	67	96	18	(24)	65	88	66	66	96
District 10 Average	**16**	**(50)**	**57**	**66**	**66**	**63**	**96**	**18**	**(58)**	**61**	**88**	**61**	**61**	**91**
Canterbury High	32	(8)	63	88	70	68	100	29	(7)	59	100	54	56	86
Hartland High	16	(9)	58	78	64	62	100	9	(4)	64	100	67	66	100
Nackawic Senior	21	(14)	55	64	77	70	100	24	(25)	57	68	64	62	96
Woodstock High	26	(46)	58	74	65	63	91	21	(36)	55	75	62	60	86
District 12 Average	**24**	**(77)**	**58**	**74**	**68**	**65**	**95**	**21**	**(72)**	**56**	**76**	**62**	**61**	**90**

School	English 113 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	31	(46)	51	46	76	68	98	30	(42)	61	91	72	69	98
John Caldwell	60	(37)	48	43	59	56	78	32	(22)	58	82	58	58	91
Southern Victoria	36	(33)	51	55	60	58	97	37	(26)	59	73	67	65	96
St. Mary's Academy	20	(3)	57	100	62	60	100	25	(3)	58	100	41	46	67
Tobique Valley High	9	(5)	49	60	78	69	100	38	(20)	53	55	68	63	95
District 13 Average	**34**	**(124)**	**50**	**49**	**66**	**62**	**92**	**33**	**(113)**	**59**	**79**	**66**	**64**	**95**
Dalhousie Reg. High	22	(20)	50	65	55	54	60	19	(20)	59	65	59	59	90
Sugarloaf Senior High	8	(6)	69	100	70	70	100	11	(9)	61	100	61	61	100
District 14 Average	**16**	**(26)**	**55**	**73**	**58**	**57**	**69**	**16**	**(29)**	**60**	**76**	**59**	**59**	**93**
Bathurst High	25	(45)	55	64	62	60	82	34	(73)	59	85	56	57	85
District 15 Average	**25**	**(45)**	**55**	**64**	**62**	**60**	**82**	**34**	**(73)**	**59**	**85**	**56**	**57**	**85**
Blackville Rural High	32	(12)	49	33	65	60	100	36	(15)	59	87	57	58	93
Bonar Law Memorial	29	(19)	55	58	55	55	74	23	(14)	58	86	67	64	93
James M. Hill Memorial	11	(18)	47	44	67	61	89	21	(43)	55	79	70	65	100
Miramichi Valley High	9	(17)	49	47	55	54	77	12	(23)	57	74	59	59	87
North and South Esk Reg.	22	(10)	63	100	68	67	100	25	(13)	63	85	60	61	92
District 16 Average	**15**	**(76)**	**52**	**54**	**61**	**59**	**86**	**20**	**(108)**	**57**	**81**	**64**	**62**	**94**
Cambridge Narrows	12	(2)	42	0	72	63	100	46	(13)	62	100	70	68	100
Chipman Jr./Sr. High	18	(10)	55	70	64	61	90	49	(18)	65	94	64	64	100
Minto Memorial High	16	(10)	57	80	70	66	100	13	(8)	58	88	56	57	88
Oromocto Senior High	20	(51)	54	57	64	61	96	22	(61)	57	74	67	64	95
District 17 Average	**19**	**(73)**	**54**	**60**	**65**	**62**	**96**	**25**	**(100)**	**59**	**82**	**66**	**64**	**96**
Doaktown Consolidated	17	(4)	48	50	39	42	50	46	(17)	56	77	64	62	88
Fredericton High	7	(48)	56	63	63	61	94	14	(112)	60	81	64	63	92
Harvey High	24	(9)	68	89	71	70	100	18	(10)	61	100	67	65	100
McAdam High	38	(10)	51	60	61	58	80	32	(7)	63	86	75	71	100
Stanley Regional High	25	(9)	56	67	56	57	100	24	(8)	62	88	68	66	100
Upper Miramichi Regional	33	(11)	61	73	71	68	100	47	(14)	70	100	67	68	100
District 18 Average	**11**	**(91)**	**57**	**66**	**63**	**61**	**92**	**17**	**(168)**	**61**	**84**	**65**	**64**	**94**
Provincial Average	**18**	**(1066)**	**56**	**69**	**62**	**60**	**90**	**20**	**(1265)**	**58**	**81**	**60**	**60**	**89**

School	English 113 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Harrison Trimble High	18	(48)	55	67	64	61	92	20	(56)	59	77	58	58	86
MacNaughton	100	(2)	58	100	67	64	100	100	(2)	63	100	63	63	100
Moncton High	12	(37)	61	81	58	59	84	18	(57)	62	93	57	59	86
Riverview High	14	(40)	63	88	56	58	88	12	(35)	62	94	56	58	91
Tantramar High	18	(25)	59	80	61	60	88	22	(31)	60	87	56	57	87
District 08 Average	15	(152)	59	78	60	60	88	18	(181)	61	87	57	58	87
Caledonia Reg. High	17	(9)	62	89	52	56	89	20	(12)	61	83	62	62	75
J. M. A. Armstrong High	25	(22)	55	55	56	56	82	29	(26)	58	77	45	49	58
PALS (Petitcodiac)	100	(9)	61	89	75	71	100	88	(7)	63	86	69	68	100
PALS (Sussex)	100	(4)	60	100	61	60	100	83	(5)	63	100	48	53	80
Petitcodiac Reg. High	25	(17)	61	82	64	63	100	18	(12)	65	100	56	59	100
Sussex Reg. High	28	(53)	63	89	60	61	98	22	(43)	59	86	64	62	91
District 09 Average	28	(114)	61	82	60	61	95	25	(105)	60	86	58	58	82
Belleisle Reg. High	9	(2)	52	50	68	63	100	18	(7)	59	100	60	60	100
Hampton High	23	(42)	60	83	63	63	95	14	(25)	64	92	65	64	96
Kennebecasis Valley High	14	(33)	59	76	59	59	82	10	(26)	62	81	70	68	100
Rothesay High	9	(10)	60	70	55	57	90	7	(7)	69	100	63	64	100
District 06 Average	16	(87)	60	78	61	61	90	11	(65)	63	89	66	65	99
Harbour View High	21	(59)	56	76	57	57	90	23	(66)	55	64	49	51	70
Saint John High	4	(6)	55	67	51	52	67	6	(12)	64	92	37	46	42
Simonds High	17	(51)	54	63	58	57	82	20	(59)	60	88	55	57	83
St. Malachy's High	16	(23)	58	74	54	55	87	19	(36)	58	78	50	52	81
St. Vincent's High	16	(12)	64	92	62	62	100	27	(20)	61	95	58	59	95
District 06 Average	16	(151)	56	72	57	57	87	19	(193)	58	79	51	53	77
Campobello Island	18	(2)	58	100	45	50	100	0	–	–	–	–	–	–
Fundy High	15	(14)	49	43	60	57	93	22	(24)	63	100	61	62	96
Grand Manan High	29	(5)	62	80	61	61	100	27	(8)	53	75	49	50	63
Sir James Dunn Academy	8	(3)	56	100	73	68	100	7	(2)	46	0	53	51	100
St. Stephen High	18	(26)	59	69	71	67	96	18	(24)	65	88	66	66	96
District 10 Average	16	(50)	57	66	66	63	96	18	(58)	61	88	61	61	91
Canterbury High	32	(8)	63	88	70	68	100	29	(7)	59	100	54	56	86
Hartland High	16	(9)	58	78	64	62	100	9	(4)	64	100	67	66	100
Nackawic Senior	21	(14)	55	64	77	70	100	24	(25)	57	68	64	62	96
Woodstock High	26	(46)	58	74	65	63	91	21	(36)	55	75	62	60	86
District 12 Average	24	(77)	58	74	68	65	95	21	(72)	56	76	62	61	90

School	English 113 1999-2000 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass	English 113 1998/99 % Enroled	n	PE Mark	% Pass	School Mark	FINAL Mark	% Pass
Carleton North Senior	31	(46)	51	46	76	68	98	30	(42)	61	91	72	69	98
John Caldwell	60	(37)	48	43	59	56	78	32	(22)	58	82	58	58	91
Southern Victoria	36	(33)	51	55	60	58	97	37	(26)	59	73	67	65	96
St. Mary's Academy	20	(3)	57	100	62	60	100	25	(3)	58	100	41	46	67
Tobique Valley High	9	(5)	49	60	78	69	100	38	(20)	53	55	68	63	95
District 13 Average	34	(124)	50	49	66	62	92	33	(113)	59	79	66	64	95
Dalhousie Reg. High	22	(20)	50	65	55	54	60	19	(20)	59	65	59	59	90
Sugarloaf Senior High	8	(6)	69	100	70	70	100	11	(9)	61	100	61	61	100
District 14 Average	16	(26)	55	73	58	57	69	16	(29)	60	76	59	59	93
Bathurst High	25	(45)	55	64	62	60	82	34	(73)	59	85	56	57	85
District 15 Average	25	(45)	55	64	62	60	82	34	(73)	59	85	56	57	85
Blackville Rural High	32	(12)	49	33	65	60	100	36	(15)	59	87	57	58	93
Bonar Law Memorial	29	(19)	55	58	55	55	74	23	(14)	58	86	67	64	93
James M. Hill Memorial	11	(18)	47	44	67	61	89	21	(43)	55	79	70	65	100
Miramichi Valley High	9	(17)	49	47	55	54	77	12	(23)	57	74	59	59	87
North and South Esk Reg.	22	(10)	63	100	68	67	100	25	(13)	63	85	60	61	92
District 16 Average	15	(76)	52	54	61	59	86	20	(108)	57	81	64	62	94
Cambridge Narrows	12	(2)	42	0	72	63	100	46	(13)	62	100	70	68	100
Chipman Jr./Sr. High	18	(10)	55	70	64	61	90	49	(18)	65	94	64	64	100
Minto Memorial High	16	(10)	57	80	70	66	100	13	(8)	58	88	56	57	88
Oromocto Senior High	20	(51)	54	57	64	61	96	22	(61)	57	74	67	64	95
District 17 Average	19	(73)	54	68	65	62	96	25	(100)	59	82	66	64	96
Doaktown Consolidated	17	(4)	48	50	39	42	50	46	(17)	56	77	64	62	88
Fredericton High	7	(48)	56	63	63	61	94	14	(112)	60	81	64	63	92
Harvey High	24	(9)	68	89	71	70	100	18	(10)	61	100	67	65	100
McAdam High	38	(10)	51	60	61	58	80	32	(7)	63	86	75	71	100
Stanley Regional High	25	(9)	56	67	56	57	100	24	(8)	62	88	68	66	100
Upper Miramichi Regional	33	(11)	61	73	71	68	100	47	(14)	70	100	67	68	100
District 18 Average	11	(91)	57	66	63	61	92	17	(168)	61	84	65	64	94
Provincial Average	18	(1066)	56	69	62	60	90	20	(1265)	58	81	68	60	89

French Second Language Oral Proficiency Assessment

Background

The French Second Language Oral Proficiency Assessment is designed to rate the performance of individual students on the New Brunswick Oral Proficiency Scale. (See Appendix C) All grade 12 students enroled in a French course, or a subject course taught in French are eligible for this evaluation. In 1999-2000, about 1600 students were tested.

The method used to rate pupils' speaking proficiency in French is the individual oral interview. Evaluators trained to use this procedure visit high schools each semester to conduct interviews. During each interview, which usually lasts between 15 to 30 minutes, the evaluator elicits a language sample that can then be rated according to the criteria of the New Brunswick Oral Proficiency Scale. Once results are finalized, each student receives an official Certificate of Oral Proficiency in French as a Second Language.

This assessment, which has been used in New Brunswick for over 25 years, allows the Department of Education to monitor program results and student achievement over time. It provides a means of judging student achievement according to a measure that has currency and credibility in a larger context: the New Brunswick Oral Proficiency Scale is used by provincial government departments and agencies to measure the second language proficiency of employees in both French and English; the federal government and many educational institutions around the world also uses prototypes of this scale. For students, this assessment underscores the link between what is learned in school and what is valued in the world beyond the classroom.

Findings

Approximately 78% of the grade 12 students assessed in 1990-2000 were in Core French, Late Immersion, or Early Immersion. (See chart below.) Of the remaining 22%, some were in programs that were being piloted and are being phased out, some had been in more than one program (e.g. started out in Immersion, changed to Core) and some were from families where French is spoken in the home.

PERCENTAGE OF PUPILS AT 5 LEVELS OF ORAL PROFICIENCY BY PROGRAM

	Basic or Higher		Basic Plus or Higher		Intermediate* or Higher		Intermediate ** Plus or Higher		Advanced*** or Higher		n	n
Year:	'99-'00	'98-'99	'99-'00	'98-'99	'99-'00	'98-'99	'99-'00	'98-'99	'99-'00	'98-'99	'99-'00	'98-'99
Core	96%	96%	61%	70%	19%	25%	2%	2%	0%	1%	362	311
Extended Core	100%	99%	93%	95%	45%	71%	21%	11%	0%	1%	29	101
Late Immersion	100%	100%	100%	100%	95%	94%	45%	48%	7%	11%	598	459
Partial Immersion	100%	100%	100%	100%	98%	98%	64%	70%	32%	21%	50	53
Middle Immersion	100%	100%	100%	100%	100%	98%	66%	72%	15%	22%	149	150
Early Immersion	100%	100%	100%	100%	100%	100%	83%	81%	38%	38%	396	359

* Goal for Core Program
** Goal for Late Immersion Program
*** Goal for Early Immersion Program

Core Program

The goal of the Core program is for students to obtain an Intermediate level of oral proficiency in French. Approximately 24% have reached that level in each of the past three years. However, in 1999-2000, 61% achieved the Basic Plus level or higher. This level denotes significant "survival" skills in the target language and is a respectable achievement. There is no significant difference between the achievement of males and females in the Core program.

Late Immersion

The goal of the Late Immersion Program is the Intermediate Plus level of proficiency. Over the past three years, fewer than half of those in the program have reached that level or higher. However, over 95% achieved at least the Intermediate level, which confirms, in addition to survival level language skills, the ability to manage many aspects of daily life, including social interactions, in French. There are no significant differences between the performance of males and females in this program.

Early Immersion

The goal of the Early Immersion Program is for students to attain an Advanced level of speaking proficiency. In 1998-99, 38% achieved this goal; again in 1999-2000, approximately 38% achieved it. However, over 80% of students achieved the Intermediate Plus level or higher in both years. This level designation indicates proficiency that is just below the Advanced level. No other program of French language produces as many speakers at the Intermediate Plus level or higher as Early Immersion. This assessment found no difference in the achievement of males and females in Early Immersion.

Comments

In interpreting these results, it is important to know that a given level on the oral proficiency scale does not represent a single point on the scale, but rather covers a range of accomplishment. The addition of a "Plus" to a level designation indicates a performance that in some respects exceeds the basic requirements of that level. Speakers who are rated Intermediate Plus, for example, demonstrate some of the characteristics of Advanced level speakers, but are unable to sustain an exchange at that level.

Oral proficiency ratings collected over the duration of this assessment program suggest that, to a large extent, proficiency in French is linked to time on task. The grade 12 pupils with the strongest overall speaking ability were enroled in Early Immersion, followed, in order, by those in Partial Immersion, Middle Immersion, Late Immersion, Extended Core, and Core French.

Speaking a second language is a skill, rather than a body of knowledge and this assessment measures a student's skill in communicating effectively in French. In second language acquisition, it is axiomatic that exposure to good models and time to practice are essential components of the opportunity to learn. The results of this assessment, in great part, reflect this reality.

In reading the following chart, you can see that a total of 35 students at Tantramar High participated in this assessment. From this number, 20 students were in the Early Immersion program with 10% of them achieving the Intermediate level of proficiency, 70% Intermediate Plus, and 20% Advanced.

Grade 12 FSL 1999-2000

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Tantramar High	Core	(7)	0	0	71.4	28.6	0	0	0	0
	Early Imm	(20)	0	0	0	10.0	70.0	20.0	0	0
	Late Imm	(1)	0	0	0	0	100.0	0	0	0
	Middle Imm	(7)	0	0	0	28.6	28.6	42.9	0	0
	SCHOOL	(35)	0	0	14.3	17.1	48.6	20.0	0	0
Harrison Trimble High	Core	(8)	12.5	50.0	12.5	12.5	12.5	0	0	0
	Early Imm	(44)	0	0	0	15.9	47.7	34.1	2.3	0
	Late Imm	(9)	0	0	0	0	88.9	11.1	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(62)	1.6	6.5	1.6	12.9	50.0	25.8	1.6	0
Moncton High	Core	(7)	0	28.6	57.1	14.3	0	0	0	0
	Early Imm	(57)	0	0	0	21.1	49.1	28.1	1.8	0
	Late Imm	(17)	0	0	23.5	41.2	29.4	5.9	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(82)	0	2.4	9.8	24.4	41.5	20.7	1.2	0
Riverview High	Early Imm	(35)	0	0	0	45.7	28.6	25.7	0	0
	Late Imm	(15)	0	0	20.0	46.7	33.3	0	0	0
	Middle Imm	(6)	0	0	0	50.0	50.0	0	0	0
	SCHOOL	(56)	0	0	5.4	46.4	32.1	16.1	0	0
District 02		(235)	.4	2.6	7.2	25.5	42.6	20.9	.9	0
Petitcodiac Reg.	Core	(3)	0	0	66.7	0	33.3	0	0	0
	Early Imm	(1)	0	0	0	0	0	100.0	0	0
	Late Imm	(1)	0	0	0	100.0	0	0	0	0
	Middle Imm	(21)	0	0	0	66.7	33.3	0	0	0
	SCHOOL	(26)	0	0	7.7	57.7	30.8	3.8	0	0

Grade 12 FSL 1999-2000

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
J M A Armstrong	Early Imm	(8)	0	0	0	62.5	0	37.5	0	0
	Middle Imm	(19)	0	0	0	57.9	36.8	5.3	0	0
	SCHOOL	(27)	0	0	0	59.3	25.9	14.8	0	0
Caledonia	Late Imm	(18)	0	0	11.1	61.1	11.1	11.1	5.6	0
	SCHOOL	(18)	0	0	11.1	61.1	11.1	11.1	5.6	0
Sussex High	Core	(3)	0	0	100.0	0	0	0	0	0
	Early Imm	(33)	0	0	0	6.1	51.5	39.4	3.0	0
	Late Imm	(48)	0	0	0	64.6	35.4	0	0	0
	Middle Imm	(1)	0	0	0	100.0	0	0	0	0
	SCHOOL	(85)	0	0	3.5	40.0	40.0	15.3	1.2	0
District 04		**(156)**	**0**	**0**	**4.5**	**48.7**	**32.7**	**12.8**	**1.3**	**0**
Rothesay High	Core	(9)	0	22.2	33.3	44.4	0	0	0	0
	Early Imm	(19)	0	0	0	10.5	52.6	26.3	10.5	0
	Late Imm	(22)	0	0	0	36.4	36.4	27.3	0	0
	SCHOOL	(50)	0	4.0	6.0	28.0	36.0	22.0	4.0	0
Kennebecasis Valley	Core	(22)	0	36.4	36.4	27.3	0	0	0	0
	Early Imm	(20)	0	0	0	15.0	25.0	50.0	10.0	0
	Late Imm	(57)	0	0	1.8	36.8	43.9	17.5	0	0
	SCHOOL	(99)	0	8.1	9.1	30.3	30.3	20.2	2.0	0
Belleisle Reg.	Core	(3)	0	0	33.3	66.7	0	0	0	0
	Late Imm	(10)	0	0	0	60.0	40.0	0	0	0
	SCHOOL	(13)	0	0	7.7	61.5	30.8	0	0	0
Hampton High	Core	(12)	8.3	16.7	75.0	0	0	0	0	0
	Early Imm	(14)	0	0	0	14.3	57.1	28.6	0	0
	Late Imm	(42)	0	0	4.8	69.0	26.2	0	0	0
	SCHOOL	(68)	1.5	2.9	16.2	45.6	27.9	5.9	0	0
District 06		**(230)**	**.4**	**5.2**	**10.4**	**36.1**	**30.9**	**15.2**	**1.7**	**0**

In reading the following chart, you can see that a total of 35 students at Tantramar High participated in this assessment. From this number, 20 students were in the Early Immersion program with 10% of them achieving the Intermediate level of proficiency, 70% Intermediate Plus, and 20% Advanced.

Grade 12 FSL 1999-2000

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Tantramar High	Core	(7)	0	0	71.4	28.6	0	0	0	0
	Early Imm	(20)	0	0	0	10.0	70.0	20.0	0	0
	Late Imm	(1)	0	0	0	0	100.0	0	0	0
	Middle Imm	(7)	0	0	0	28.6	28.6	42.9	0	0
	SCHOOL	(35)	0	0	14.3	17.1	48.6	20.0	0	0
Harrison Trimble High	Core	(8)	12.5	50.0	12.5	12.5	12.5	0	0	0
	Early Imm	(44)	0	0	0	15.9	47.7	34.1	2.3	0
	Late Imm	(9)	0	0	0	0	88.9	11.1	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(62)	1.6	6.5	1.6	12.9	50.0	25.8	1.6	0
Moncton High	Core	(7)	0	28.6	57.1	14.3	0	0	0	0
	Early Imm	(57)	0	0	0	21.1	49.1	28.1	1.8	0
	Late Imm	(17)	0	0	23.5	41.2	29.4	5.9	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(82)	0	2.4	9.8	24.4	41.5	20.7	1.2	0
Riverview High	Early Imm	(35)	0	0	0	45.7	28.6	25.7	0	0
	Late Imm	(15)	0	0	20.0	46.7	33.3	0	0	0
	Middle Imm	(6)	0	0	0	50.0	50.0	0	0	0
	SCHOOL	(56)	0	0	5.4	46.4	32.1	16.1	0	0
District 02		**(235)**	**.4**	**2.6**	**7.2**	**25.5**	**42.6**	**20.9**	**.9**	**0**
Petitcodiac Reg.	Core	(3)	0	0	66.7	0	33.3	0	0	0
	Early Imm	(1)	0	0	0	0	0	100.0	0	0
	Late Imm	(1)	0	0	0	100.0	0	0	0	0
	Middle Imm	(21)	0	0	0	66.7	33.3	0	0	0
	SCHOOL	(26)	0	0	7.7	57.7	30.8	3.8	0	0

Grade 12 FSL 1999-2000

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
J M A Armstrong	Early Imm	(8)	0	0	0	62.5	0	37.5	0	0
	Middle Imm	(19)	0	0	0	57.9	36.8	5.3	0	0
	SCHOOL	(27)	0	0	0	59.3	25.9	14.8	0	0
Caledonia	Late Imm	(18)	0	0	11.1	61.1	11.1	11.1	5.6	0
	SCHOOL	(18)	0	0	11.1	61.1	11.1	11.1	5.6	0
Sussex High	Core	(3)	0	0	100.0	0	0	0	0	0
	Early Imm	(33)	0	0	0	6.1	51.5	39.4	3.0	0
	Late Imm	(48)	0	0	0	64.6	35.4	0	0	0
	Middle Imm	(1)	0	0	0	100.0	0	0	0	0
	SCHOOL	(85)	0	0	3.5	40.0	40.0	15.3	1.2	0
District 04		**(156)**	**0**	**0**	**4.5**	**48.7**	**32.7**	**12.8**	**1.3**	**0**
Rothesay High	Core	(9)	0	22.2	33.3	44.4	0	0	0	0
	Early Imm	(19)	0	0	0	10.5	52.6	26.3	10.5	0
	Late Imm	(22)	0	0	0	36.4	36.4	27.3	0	0
	SCHOOL	(50)	0	4.0	6.0	28.0	36.0	22.0	4.0	0
Kennebecasis Valley	Core	(22)	0	36.4	36.4	27.3	0	0	0	0
	Early Imm	(20)	0	0	0	15.0	25.0	50.0	10.0	0
	Late Imm	(57)	0	0	1.8	36.8	43.9	17.5	0	0
	SCHOOL	(99)	0	8.1	9.1	30.3	30.3	20.2	2.0	0
Belleisle Reg.	Core	(3)	0	0	33.3	66.7	0	0	0	0
	Late Imm	(10)	0	0	0	60.0	40.0	0	0	0
	SCHOOL	(13)	0	0	7.7	61.5	30.8	0	0	0
Hampton High	Core	(12)	8.3	16.7	75.0	0	0	0	0	0
	Early Imm	(14)	0	0	0	14.3	57.1	28.6	0	0
	Late Imm	(42)	0	0	4.8	69.0	26.2	0	0	0
	SCHOOL	(68)	1.5	2.9	16.2	45.6	27.9	5.9	0	0
District 06		**(230)**	**.4**	**5.2**	**10.4**	**36.1**	**30.9**	**15.2**	**1.7**	**0**

Grade 12 FSL 1999-2000

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Saint John High	Core	(15)	13.3	33.3	13.3	33.3	6.7	0	0	0
	Early Imm	(15)	0	0	0	26.7	33.3	26.7	13.3	0
	Late Imm	(16)	0	0	18.8	25.0	50.0	6.3	0	0
	SCHOOL	(46)	4.3	10.9	10.9	28.3	30.4	10.9	4.3	0
Simonds High	Core	(49)	0	42.9	49.0	8.2	0	0	0	0
	Early Imm	(3)	0	0	0	0	100.0	0	0	0
	Late Imm	(27)	0	0	3.7	74.1	22.2	0	0	0
	Middle Imm	(1)	0	0	0	100.0	0	0	0	0
	SCHOOL	(80)	0	26.3	31.3	31.3	11.3	0	0	0
St. Malachy's High	Core	(5)	0	20.0	40.0	40.0	0	0	0	0
	Early Imm	(16)	0	0	0	12.5	50.0	31.3	0	6.3
	Late Imm	(24)	0	0	0	58.3	37.5	4.2	0	0
	SCHOOL	(45)	0	2.2	4.4	40.0	37.8	13.3	0	2.2
St. Vincent's High	Core	(1)	0	0	100.0	0	0	0	0	0
	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(2)	0	0	50.0	0	50.0	0	0	0
Harbour View High	Core	(19)	5.3	31.6	57.9	5.3	0	0	0	0
	Early Imm	(5)	0	0	0	0	100.0	0	0	0
	Late Imm	(48)	0	0	2.1	50.0	45.8	2.1	0	0
	SCHOOL	(72)	1.4	8.3	16.7	34.7	37.5	1.4	0	0
District 08		**(245)**	**1.2**	**13.5**	**18.4**	**33.1**	**27.8**	**4.9**	**.8**	**.4**
Fundy High	Late Imm	(19)	0	0	0	10.5	68.4	21.1	0	0
	SCHOOL	(19)	0	0	0	10.5	68.4	21.1	0	0
Grand Manan	Core	(3)	0	66.7	33.3	0	0	0	0	0
	SCHOOL	(3)	0	66.7	33.3	0	0	0	0	0

Grade 12 FSL 1999-2000

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
St. Stephen High	Late Imm	(28)	0	0	0	50.0	35.7	14.3	0	0
	SCHOOL	(28)	0	0	0	50.0	35.7	14.3	0	0
District 10		**(50)**	**0**	**4.0**	**2.0**	**32.0**	**46.0**	**16.0**	**0**	**0**
Nackawic	Late Imm	(22)	0	0	9.1	54.5	18.2	18.2	0	0
	SCHOOL	(22)	0	0	9.1	54.5	18.2	18.2	0	0
Hartland High	Core	(2)	0	0	0	100.0	0	0	0	0
	Extended Core	(4)	0	0	0	50.0	50.0	0	0	0
	SCHOOL	(6)	0	0	0	66.7	33.3	0	0	0
Woodstock High	Core	(2)	50.0	50.0	0	0	0	0	0	0
	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	Late Imm	(27)	0	0	3.7	55.6	37.0	3.7	0	0
	SCHOOL	(30)	3.3	3.3	3.3	50.0	36.7	3.3	0	0
District 12		**(58)**	**1.7**	**1.7**	**5.2**	**53.4**	**29.3**	**8.6**	**0**	**0**
Carleton North	Core	(12)	8.3	50.0	41.7	0	0	0	0	0
	Extended Core	(18)	0	5.6	61.1	22.2	11.1	0	0	0
	SCHOOL	(30)	3.3	23.3	53.3	13.3	6.7	0	0	0
Southern Victoria	Extended Core	(5)	0	20.0	60.0	20.0	0	0	0	0
	SCHOOL	(5)	0	20.0	60.0	20.0	0	0	0	0
Tobique Valley	Core	(11)	0	27.3	54.5	0	18.2	0	0	0
	SCHOOL	(11)	0	27.3	54.5	0	18.2	0	0	0
John Caldwell	Early Imm	(14)	0	0	0	0	7.1	78.6	14.3	0
	SCHOOL	(14)	0	0	0	0	7.1	78.6	14.3	0
District 13		**(60)**	**1.7**	**18.3**	**41.7**	**8.3**	**8.3**	**18.3**	**3.3**	**0**
Dalhousie	Core	(6)	0	33.3	33.3	33.3	0	0	0	0
	Early Imm	(10)	0	0	0	10.0	50.0	40.0	0	0
	Late Imm	(13)	0	0	7.7	61.5	23.1	7.7	0	0
	SCHOOL	(29)	0	6.9	10.3	37.9	27.6	17.2	0	0

Grade 12 FSL 1999-2000

Percentage of Students at Each Level

School	Program	No. of Students	Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Saint John High	Core	(15)	13.3	33.3	13.3	33.3	6.7	0	0	0
	Early Imm	(15)	0	0	0	26.7	33.3	26.7	13.3	0
	Late Imm	(16)	0	0	18.8	25.0	50.0	6.3	0	0
	SCHOOL	(46)	4.3	10.9	10.9	28.3	30.4	10.9	4.3	0
Simonds High	Core	(49)	0	42.9	49.0	8.2	0	0	0	0
	Early Imm	(3)	0	0	0	0	100.0	0	0	0
	Late Imm	(27)	0	0	3.7	74.1	22.2	0	0	0
	Middle Imm	(1)	0	0	0	100.0	0	0	0	0
	SCHOOL	(80)	0	26.3	31.3	31.3	11.3	0	0	0
St. Malachy's High	Core	(5)	0	20.0	40.0	40.0	0	0	0	0
	Early Imm	(16)	0	0	0	12.5	50.0	31.3	0	6.3
	Late Imm	(24)	0	0	0	58.3	37.5	4.2	0	0
	SCHOOL	(45)	0	2.2	4.4	40.0	37.8	13.3	0	2.2
St. Vincent's High	Core	(1)	0	0	100.0	0	0	0	0	0
	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(2)	0	0	50.0	0	50.0	0	0	0
Harbour View High	Core	(19)	5.3	31.6	57.9	5.3	0	0	0	0
	Early Imm	(5)	0	0	0	0	100.0	0	0	0
	Late Imm	(48)	0	0	2.1	50.0	45.8	2.1	0	0
	SCHOOL	(72)	1.4	8.3	16.7	34.7	37.5	1.4	0	0
District 08		(245)	1.2	13.5	18.4	33.1	27.8	4.9	.8	.4
Fundy High	Late Imm	(19)	0	0	0	10.5	68.4	21.1	0	0
	SCHOOL	(19)	0	0	0	10.5	68.4	21.1	0	0
Grand Manan	Core	(3)	0	66.7	33.3	0	0	0	0	0
	SCHOOL	(3)	0	66.7	33.3	0	0	0	0	0

Grade 12 FSL 1999-2000

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
St. Stephen High	Late Imm	(28)	0	0	0	50.0	35.7	14.3	0	0
	SCHOOL	(28)	0	0	0	50.0	35.7	14.3	0	0
District 10		**(58)**	**0**	**4.0**	**2.0**	**32.0**	**46.0**	**16.0**	**0**	**0**
Nackawic	Late Imm	(22)	0	0	9.1	54.5	18.2	18.2	0	0
	SCHOOL	(22)	0	0	9.1	54.5	18.2	18.2	0	0
Hartland High	Core	(2)	0	0	0	100.0	0	0	0	0
	Extended Core	(4)	0	0	0	50.0	50.0	0	0	0
	SCHOOL	(6)	0	0	0	66.7	33.3	0	0	0
Woodstock High	Core	(2)	50.0	50.0	0	0	0	0	0	0
	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	Late Imm	(27)	0	0	3.7	55.6	37.0	3.7	0	0
	SCHOOL	(30)	3.3	3.3	3.3	50.0	36.7	3.3	0	0
District 12		**(58)**	**1.7**	**1.7**	**5.2**	**53.4**	**29.3**	**8.6**	**0**	**0**
Carleton North	Core	(12)	8.3	50.0	41.7	0	0	0	0	0
	Extended Core	(18)	0	5.6	61.1	22.2	11.1	0	0	0
	SCHOOL	(30)	3.3	23.3	53.3	13.3	6.7	0	0	0
Southern Victoria	Extended Core	(5)	0	20.0	60.0	20.0	0	0	0	0
	SCHOOL	(5)	0	20.0	60.0	20.0	0	0	0	0
Tobique Valley	Core	(11)	0	27.3	54.5	0	18.2	0	0	0
	SCHOOL	(11)	0	27.3	54.5	0	18.2	0	0	0
John Caldwell	Early Imm	(14)	0	0	0	0	7.1	78.6	14.3	0
	SCHOOL	(14)	0	0	0	0	7.1	78.6	14.3	0
District 13		**(60)**	**1.7**	**18.3**	**41.7**	**8.3**	**8.3**	**18.3**	**3.3**	**0**
Dalhousie	Core	(6)	0	33.3	33.3	33.3	0	0	0	0
	Early Imm	(10)	0	0	0	10.0	50.0	40.0	0	0
	Late Imm	(13)	0	0	7.7	61.5	23.1	7.7	0	0
	SCHOOL	(29)	0	6.9	10.3	37.9	27.6	17.2	0	0

Grade 12 FSL 1999-2000

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Sugarloaf	Early Imm	(19)	0	0	0	10.5	31.6	57.9	0	0
	SCHOOL	(19)	0	0	0	10.5	31.6	57.9	0	0
District 14		(48)	0	4.2	6.3	27.1	29.2	33.3	0	0
Bathurst	Core	(8)	0	0	75.0	12.5	12.5	0	0	0
	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	Ext Core	(2)	0	0	0	0	100.0	0	0	0
	Late Imm	(16)	0	0	12.5	50.0	37.5	0	0	0
	Partial Imm	(50)	0	0	2.0	34.0	32.0	32.0	0	0
	SCHOOL	(77)	0	0	11.7	33.8	33.8	20.8	0	0
District 15		(77)	0	0	11.7	33.8	33.8	20.8	0	0
Miramichi Valley	Core	(31)	3.2	54.8	22.6	19.4	0	0	0	0
	Early Imm	(31)	0	0	0	19.4	38.7	38.7	3.2	0
	Late Imm	(13)	0	0	7.7	30.8	53.8	7.7	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(76)	1.3	22.4	10.5	21.1	26.3	17.1	1.3	0
North & South Esk	Core	(10)	30.0	50.0	20.0	0	0	0	0	0
	SCHOOL	(10)	30.0	50.0	20.0	0	0	0	0	0
Blackville	Core	(9)	0	33.3	44.4	22.2	0	0	0	0
	SCHOOL	(9)	0	33.3	44.4	22.2	0	0	0	0
James M. Hill	Core	(24)	4.2	37.5	54.2	4.2	0	0	0	0
	Early Imm	(3)	0	0	33.3	0	66.7	0	0	0
	Late Imm	(15)	0	0	13.3	60.0	26.7	0	0	0
	SCHOOL	(42)	2.4	21.4	38.1	23.8	14.3	0	0	0
Bonar Law	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	Late Imm	(17)	0	0	0	52.9	41.2	5.9	0	0
	SCHOOL	(18)	0	0	0	50.0	44.4	5.6	0	0
District 16		(155)	3.2	21.9	19.4	23.9	21.9	9.0	.6	0

Grade 12 FSL 1999-2000

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Minto	Core	(2)	0	50.0	50.0	0	0	0	0	0
	Early Imm	(12)	0	0	0	8.3	58.3	33.3	0	0
	SCHOOL	(14)	0	7.1	7.1	7.1	50.0	28.6	0	0
Chipman Forest Ave.	Core	(1)	0	0	100.0	0	0	0	0	0
	SCHOOL	(1)	0	0	100.0	0	0	0	0	0
Oromocto	Core	(3)	0	0	33.3	66.7	0	0	0	0
	Early Imm	(3)	0	0	0	0	66.7	33.3	0	0
	Late Imm	(44)	0	0	6.8	54.5	38.6	0	0	0
	Middle Imm	(1)	0	0	0	100.0	0	0	0	0
	SCHOOL	(51)	0	0	7.8	52.9	37.3	2.0	0	0
District 17		**(66)**	**0**	**1.5**	**9.1**	**42.4**	**39.4**	**7.6**	**0**	**0**
Doaktown	Core	(5)	0	80.0	0	20.0	0	0	0	0
	SCHOOL	(5)	0	80.0	0	20.0	0	0	0	0
Upper Miramichi	Core	(16)	18.8	37.5	31.3	12.5	0	0	0	0
	SCHOOL	(16)	18.8	37.5	31.3	12.5	0	0	0	0
Stanley	Core	(7)	0	14.3	28.6	57.1	0	0	0	0
	SCHOOL	(7)	0	14.3	28.6	57.1	0	0	0	0
Fredericton	Core	(32)	0	31.3	40.6	28.1	0	0	0	0
	Early Imm	(10)	0	0	0	0	50.0	50.0	0	0
	Late Imm	(29)	0	0	3.4	41.4	51.7	3.4	0	0
	Middle Imm	(90)	0	0	0	20.0	60.0	18.9	1.1	0
	SCHOOL	(161)	0	6.2	8.7	24.2	46.0	14.3	.6	0
Harvey	Core	(14)	0	21.4	57.1	21.4	0	0	0	0
	SCHOOL	(14)	0	21.4	57.1	21.4	0	0	0	0
District 18		**(283)**	**1.5**	**11.8**	**14.3**	**24.1**	**36.5**	**11.3**	**.5**	**0**
Province		**(1583)**	**.9**	**8.0**	**12.6**	**31.9**	**32.1**	**13.5**	**.9**	**.1**

Grade 12 FSL 1999-2000

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Sugarloaf	Early Imm	(19)	0	0	0	10.5	31.6	57.9	0	0
	SCHOOL	(19)	0	0	0	10.5	31.6	57.9	0	0
District 14		**(48)**	**0**	**4.2**	**6.3**	**27.1**	**29.2**	**33.3**	**0**	**0**
Bathurst	Core	(8)	0	0	75.0	12.5	12.5	0	0	0
	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	Ext Core	(2)	0	0	0	0	100.0	0	0	0
	Late Imm	(16)	0	0	12.5	50.0	37.5	0	0	0
	Partial Imm	(50)	0	0	2.0	34.0	32.0	32.0	0	0
	SCHOOL	(77)	0	0	11.7	33.8	33.8	20.8	0	0
District 15		**(77)**	**0**	**0**	**11.7**	**33.8**	**33.8**	**20.8**	**0**	**0**
Miramichi Valley	Core	(31)	3.2	54.8	22.6	19.4	0	0	0	0
	Early Imm	(31)	0	0	0	19.4	38.7	38.7	3.2	0
	Late Imm	(13)	0	0	7.7	30.8	53.8	7.7	0	0
	Middle Imm	(1)	0	0	0	0	100.0	0	0	0
	SCHOOL	(76)	1.3	22.4	10.5	21.1	26.3	17.1	1.3	0
North & South Esk	Core	(10)	30.0	50.0	20.0	0	0	0	0	0
	SCHOOL	(10)	30.0	50.0	20.0	0	0	0	0	0
Blackville	Core	(9)	0	33.3	44.4	22.2	0	0	0	0
	SCHOOL	(9)	0	33.3	44.4	22.2	0	0	0	0
James M. Hill	Core	(24)	4.2	37.5	54.2	4.2	0	0	0	0
	Early Imm	(3)	0	0	33.3	0	66.7	0	0	0
	Late Imm	(15)	0	0	13.3	60.0	26.7	0	0	0
	SCHOOL	(42)	2.4	21.4	38.1	23.8	14.3	0	0	0
Bonar Law	Early Imm	(1)	0	0	0	0	100.0	0	0	0
	Late Imm	(17)	0	0	0	52.9	41.2	5.9	0	0
	SCHOOL	(18)	0	0	0	50.0	44.4	5.6	0	0
District 16		**(155)**	**3.2**	**21.9**	**19.4**	**23.9**	**21.9**	**9.0**	**.6**	**0**

Grade 12 FSL 1999-2000

School	Program	No. of Students	Percentage of Students at Each Level							
			Novice	Basic	Basic Plus	Inter-mediate	Intermediate Plus	Advanced	Advanced Plus	Superior
Minto	Core	(2)	0	50.0	50.0	0	0	0	0	0
	Early Imm	(12)	0	0	0	8.3	58.3	33.3	0	0
	SCHOOL	(14)	0	7.1	7.1	7.1	50.0	28.6	0	0
Chipman Forest Ave.	Core	(1)	0	0	100.0	0	0	0	0	0
	SCHOOL	(1)	0	0	100.0	0	0	0	0	0
Oromocto	Core	(3)	0	0	33.3	66.7	0	0	0	0
	Early Imm	(3)	0	0	0	0	66.7	33.3	0	0
	Late Imm	(44)	0	0	6.8	54.5	38.6	0	0	0
	Middle Imm	(1)	0	0	0	100.0	0	0	0	0
	SCHOOL	(51)	0	0	7.8	52.9	37.3	2.0	0	0
District 17		**(66)**	**0**	**1.5**	**9.1**	**42.4**	**39.4**	**7.6**	**0**	**0**
Doaktown	Core	(5)	0	80.0	0	20.0	0	0	0	0
	SCHOOL	(5)	0	80.0	0	20.0	0	0	0	0
Upper Miramichi	Core	(16)	18.8	37.5	31.3	12.5	0	0	0	0
	SCHOOL	(16)	18.8	37.5	31.3	12.5	0	0	0	0
Stanley	Core	(7)	0	14.3	28.6	57.1	0	0	0	0
	SCHOOL	(7)	0	14.3	28.6	57.1	0	0	0	0
Fredericton	Core	(32)	0	31.3	40.6	28.1	0	0	0	0
	Early Imm	(10)	0	0	0	0	50.0	50.0	0	0
	Late Imm	(29)	0	0	3.4	41.4	51.7	3.4	0	0
	Middle Imm	(90)	0	0	0	20.0	60.0	18.9	1.1	0
	SCHOOL	(161)	0	6.2	8.7	24.2	46.0	14.3	.6	0
Harvey	Core	(14)	0	21.4	57.1	21.4	0	0	0	0
	SCHOOL	(14)	0	21.4	57.1	21.4	0	0	0	0
District 18		**(203)**	**1.5**	**11.8**	**14.3**	**24.1**	**36.5**	**11.3**	**.5**	**0**
Province		**(1583)**	**.9**	**8.0**	**12.6**	**31.9**	**32.1**	**13.5**	**.9**	**.1**

Percentage of Grade 12 Core Students Achieving the Program Goal of Intermediate or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'99-'00	'98-'99	'99-'00	'98-'99
02	Moncton	22	46	23%	22%
04	Sussex	6	1	17%	100%
06	Rothesay	46	39	26%	15%
08	Saint John	89	68	15%	12%
10	St. Stephen	3	1	0%	0%
12	Woodstock	4	10	50%	80%
13	Perth-Andover	23	11	9%	36%
14	Dalhousie	6	7	33%	71%
15	Bathurst	8	2	25%	100%
16	Chatham	74	33	12%	33%
17	Chipman	7	31	29%	26%
18	Fredericton	74	62	26%	24%
		362 (Provincial Total)	311	19% (Provincial Average)	25%

Percentage of Late Immersion Students Achieving the Program Goal of Intermediate Plus or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'99-'00	'98-'99	'99-'00	'98-'99
02	Moncton	42	40	50%	43%
04	Sussex	67	61	33%	21%
06	Rothesay	131	67	49%	58%
08	Saint John	115	68	42%	52%
10	St. Stephen	47	48	66%	63%
12	Woodstock	49	46	39%	52%
13	Perth-Andover	–	–	–	–
14	Dalhousie	13	10	31%	70%
15	Bathurst	16	18	38%	56%
16	Chatham	45	44	44%	41%
17	Chipman	44	29	39%	38%
18	Fredericton	29	28	55%	50%
		598 (Provincial Total)	459	45% (Provincial Average)	48%

Percentage of Early Immersion Students Achieving the Program Goal of Advanced or Above

District Number	District Office	Number of Students Assessed		Percent Obtaining Goal or Above	
		'99-'00	'98-'99	'99-'00	'98-'99
02	Moncton	156	117	30%	38%
04	Sussex	42	40	43%	43%
06	Rothesay	53	56	43%	54%
08	Saint John	40	34	30%	21%
10	St. Stephen	–	2	–	50%
12	Woodstock	1	2	0%	100%
13	Perth Andover	14	16	93%	69%
14	Dalhousie	29	43	52%	28%
15	Bathurst	1	–	0%	–
16	Chatham	35	34	37%	29%
17	Chipman	15	9	33%	11%
18	Fredericton	10	6	50%	50%
		396 (Provincial Totals)	359	38% (Provincial Average)	38%

MIDDLE LEVEL RESULTS

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

and

MIDDLE LEVEL MATHEMATICS ASSESSMENT

Anglophone School Districts

Middle Level English Language Proficiency Assessment

Background

In the fall of their 8th grade year, all students write a language arts assessment to measure proficiency in the English language. The assessment, designed in New Brunswick, includes four components, two to assess reading and two writing. To succeed on the assessment, students need to achieve an acceptable rating on three of the four components.

The assessment is intended to identify for parents, schools and districts students who might benefit from intervention. The administration of the assessment is timed so that strategies can be developed by parents and teachers for each student requiring extra help. The number of students exempted remains low, at under 3% in 1999-2000. Many of New Brunswick's special needs students are included in this assessment.

Success on this assessment, or its equivalent, is now necessary to meet the literacy requirement needed to gain a New Brunswick graduation diploma from the regular program.

Findings

- In October 1999, 6471 students wrote the Middle Level English Language Proficiency Assessment. Sixty-six percent of the students were enroled in the English (regular) program and 34% in French Immersion.

- Seventy-three percent of those who wrote were successful on the assessment, which is the same as in the previous year.

- In reading, students were more successful in 1999-2000 than in 1998-99 on the multiple choice questions, with 73% gaining acceptable or better compared to 71% last year. The constructed response reading component was also up, with an acceptable rate of 77% in 1999-2000 compared to 72% previously.

- Success rates on the writing components were lower in both cases: in demand writing, 74% of students performed at acceptable or better in 1999-2000 compared to 79% in 1998-99; and in process writing, to 83% in 1999-2000 from 85% in 1998-99.

- Females were again more successful than males, with 79% of the girls and 67% of the boys successful overall.

- Students in the Early and Intermediate French Immersion programs were considerably more successful than students in the regular program, with success rates of 90% and 91% respectively compared to 63%. for the English. While males in French Immersion programs fall three points behind females (89% to 92% successful), males in the regular program are considerably less successful than females, at 58% and 70% respectively.

- As a group, students in Intermediate Immersion programs did best, with a success rate of 91% again this year.

Follow-up

- Schools are using results from the Middle Level Assessment as an indicator of achievement in their School Improvement Plans.
- Classroom teachers are using both the training and materials from the marking sessions with students and fellow teachers.
- Students, parents and teachers are focusing on weaknesses demonstrated by the assessment results of students who are unsuccessful in order to help them address their literacy problems.
- Teachers, schools and districts are developing strategies to address the gap between achievement levels for males and females, French Immersion and regular program students.
- The English Language Proficiency Assessment or its equivalent is a requirement for receiving the New Brunswick high school diploma from the regular program, thus ensuring emphasis on students' literacy achievements.

Middle Level English Language Proficiency Assessment 1999-2000

In reading the following chart, you can see that 91 students at Marshview Middle participated in the Middle Level English Language Proficiency Assessment in the fall of 1999. Seventy-four percent of these students performed at acceptable or better levels on Reading I, and 80% were at that level on Reading II. For writing, 76% of the students were at acceptable or better for the Demand task, and the figure was 92% for Process Writing. Overall, 77% of the students achieved a successful rating.

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
DORCHESTER CONS.	15	93	87	87	87	87
MARSHVIEW MIDDLE	91	74	80	76	92	77
PORT ELGIN REGIONAL	28	64	75	68	75	64
BEAVERBROOK	41	61	49	68	93	56
BESSBOROUGH	49	71	71	78	90	76
BIRCHMOUNT	73	88	89	82	88	82
HILLCREST	32	74	71	78	78	72
MAGNETIC HILL	51	78	75	74	92	75
QUEEN ELIZABETH	39	85	80	82	100	85
RIVERVIEW MIDDLE	243	78	79	78	72	72
SHEDIAC CAPE	31	81	71	80	81	71
SUNNY BRAE MIDDLE	62	82	76	82	90	82
LEWISVILLE MIDDLE	99	80	87	84	95	83
EDITH CAVELL	27	59	74	67	93	63
LOU MACNARIN	41	59	63	59	76	61
EVERGREEN PARK	85	82	91	91	98	89
DISTRICT 02	1007	77	78	78	86	76
HAVELOCK ELEM/MIDDLE	12	42	55	50	75	42
PETITCODIAC REGIONAL	71	62	75	63	85	69
J M A ARMSTRONG	84	52	67	55	68	50
ALMA CONSOLIDATED	2	100	0	50	50	50
CALEDONIA	55	62	76	69	67	60
RIVERSIDE CONS.	7	71	71	71	100	71
SUSSEX MIDDLE	216	72	76	75	78	70
DISTRICT 04	447	65	73	68	76	64
HAMPTON MIDDLE	144	73	79	76	81	74
MACDONALD CONS.	46	87	85	78	65	72
HARRY MILLER MIDDLE	123	86	86	90	87	85
ROTHESAY PARK	100	80	88	86	98	88
BELLEISLE REGIONAL	45	67	80	71	71	62
QUISPAMSIS MIDDLE	190	83	86	86	76	82
DISTRICT 06	648	80	84	83	82	80
BARNHILL MEMORIAL	76	79	78	79	88	78
BEACONSFIELD	74	65	68	73	73	70
FOREST HILLS MIDDLE	104	59	57	73	85	61
HAZEN WHITE/ST FRANCIS	19	39	47	72	100	53
LORNE	45	71	76	76	84	69

Middle Level English Language Proficiency Assessment 1999-2000

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
PRINCE CHARLES	21	57	67	57	86	57
PRINCESS ELIZABETH	88	72	82	77	81	75
SIMONDS MIDDLE	75	69	77	63	75	64
ST MARTINS	25	64	84	68	84	76
ST ROSE	84	83	81	87	85	82
MILLIDGEVILLE	43	84	91	95	100	98
BAYSIDE MIDDLE	230	69	67	71	83	67
ST JOHN THE BAPT	44	52	50	52	88	52
RIVER VALLEY MIDDLE	141	76	77	71	77	73
FUNDY SHORES	15	93	80	100	87	93
DISTRICT 08	1091	70	72	73	83	70
DEER ISLAND	10	90	70	80	100	80
FUNDY	97	73	77	65	66	63
GRAND MANAN	39	49	56	60	71	44
CAMPOBELLO	8	75	88	88	100	88
SIR JAMES DUNN	36	69	75	83	94	78
ST STEPHEN MIDDLE	143	76	80	73	82	73
DISTRICT 10	333	72	76	71	78	68
CANTERBURY	23	78	78	83	100	78
KESWICK VALLEY	37	70	84	68	92	70
NACKAWIC MIDDLE	70	64	67	47	56	57
WOODSTOCK MIDDLE	151	80	77	78	83	78
HARTLAND	80	69	66	83	76	70
DISTRICT 12	361	73	73	72	78	71
BATH MIDDLE	36	61	69	44	67	50
CENTREVILLE	34	79	91	79	88	88
FLORENCEVILLE INTER.	79	82	76	74	84	77
SOUTHERN VICTORIA	69	64	58	54	68	57
TOBIQUE VALLEY	59	68	73	73	97	73
JOHN CALDWELL	71	69	79	76	81	70
ST MARY'S ACADEMY	12	67	67	82	100	75
DISTRICT 13	360	71	73	68	82	69
JACQUET RIVER	32	61	75	55	81	59
DALHOUSIE MIDDLE	51	80	88	77	92	86
CAMPBELLTON MIDDLE	99	63	73	67	76	63
DISTRICT 14	182	67	78	67	81	69
SUPERIOR MIDDLE	152	70	72	74	97	74
BELLEDUNE	5	80	100	80	100	80
DISTRICT 15	157	70	73	74	97	74
TABUSINTAC RURAL	8	63	75	63	88	75
HARKINS MIDDLE	180	72	79	72	90	74
NORTH & SOUTH ESK	58	59	83	77	84	72

Middle Level English Language Proficiency Assessment 1999-2000

In reading the following chart, you can see that 91 students at Marshview Middle participated in the Middle Level English Language Proficiency Assessment in the fall of 1999. Seventy-four percent of these students performed at acceptable or better levels on Reading I, and 80% were at that level on Reading II. For writing, 76% of the students were at acceptable or better for the Demand task, and the figure was 92% for Process Writing. Overall, 77% of the students achieved a successful rating.

		% ACCEPTABLE OR ABOVE				
SCHOOL	NO. OF STUDENTS	READING I	READING II	DEMAND	PROCESS	% SUCCESSFUL
DORCHESTER CONS.	15	93	87	87	87	87
MARSHVIEW MIDDLE	91	74	80	76	92	77
PORT ELGIN REGIONAL	28	64	75	68	75	64
BEAVERBROOK	41	61	49	68	93	56
BESSBOROUGH	49	71	71	78	90	76
BIRCHMOUNT	73	88	89	82	88	82
HILLCREST	32	74	71	78	78	72
MAGNETIC HILL	51	78	75	74	92	75
QUEEN ELIZABETH	39	85	80	82	100	85
RIVERVIEW MIDDLE	243	78	79	78	72	72
SHEDIAC CAPE	31	81	71	80	81	71
SUNNY BRAE MIDDLE	62	82	76	82	90	82
LEWISVILLE MIDDLE	99	80	87	84	95	83
EDITH CAVELL	27	59	74	67	93	63
LOU MACNARIN	41	59	63	59	76	61
EVERGREEN PARK	85	82	91	91	98	89
DISTRICT 02	**1007**	**77**	**78**	**78**	**86**	**76**
HAVELOCK ELEM/MIDDLE	12	42	55	50	75	42
PETITCODIAC REGIONAL	71	62	75	63	85	69
J M A ARMSTRONG	84	52	67	55	68	50
ALMA CONSOLIDATED	2	100	0	50	50	50
CALEDONIA	55	62	76	69	67	60
RIVERSIDE CONS.	7	71	71	71	100	71
SUSSEX MIDDLE	216	72	76	75	78	70
DISTRICT 04	**447**	**65**	**73**	**68**	**76**	**64**
HAMPTON MIDDLE	144	73	79	76	81	74
MACDONALD CONS.	46	87	85	78	65	72
HARRY MILLER MIDDLE	123	86	86	90	87	85
ROTHESAY PARK	100	80	88	86	98	88
BELLEISLE REGIONAL	45	67	80	71	71	62
QUISPAMSIS MIDDLE	190	83	86	86	76	82
DISTRICT 06	**648**	**80**	**84**	**83**	**82**	**80**
BARNHILL MEMORIAL	76	79	78	79	88	78
BEACONSFIELD	74	65	68	73	73	70
FOREST HILLS MIDDLE	104	59	57	73	85	61
HAZEN WHITE/ST FRANCIS	19	39	47	72	100	53
LORNE	45	71	76	76	84	69

Middle Level English Language Proficiency Assessment 1999-2000

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
PRINCE CHARLES	21	57	67	57	86	57
PRINCESS ELIZABETH	88	72	82	77	81	75
SIMONDS MIDDLE	75	69	77	63	75	64
ST MARTINS	25	64	84	68	84	76
ST ROSE	84	83	81	87	85	82
MILLIDGEVILLE	43	84	91	95	100	98
BAYSIDE MIDDLE	230	69	67	71	83	67
ST JOHN THE BAPT	44	52	50	52	88	52
RIVER VALLEY MIDDLE	141	76	77	71	77	73
FUNDY SHORES	15	93	80	100	87	93
DISTRICT 08	**1091**	**70**	**72**	**73**	**83**	**70**
DEER ISLAND	10	90	70	80	100	80
FUNDY	97	73	77	65	66	63
GRAND MANAN	39	49	56	60	71	44
CAMPOBELLO	8	75	88	88	100	88
SIR JAMES DUNN	36	69	75	83	94	78
ST STEPHEN MIDDLE	143	76	80	73	82	73
DISTRICT 10	**333**	**72**	**76**	**71**	**78**	**68**
CANTERBURY	23	78	78	83	100	78
KESWICK VALLEY	37	70	84	68	92	70
NACKAWIC MIDDLE	70	64	67	47	56	57
WOODSTOCK MIDDLE	151	80	77	78	83	78
HARTLAND	80	69	66	83	76	70
DISTRICT 12	**361**	**73**	**73**	**72**	**78**	**71**
BATH MIDDLE	36	61	69	44	67	50
CENTREVILLE	34	79	91	79	88	88
FLORENCEVILLE INTER.	79	82	76	74	84	77
SOUTHERN VICTORIA	69	64	58	54	68	57
TOBIQUE VALLEY	59	68	73	73	97	73
JOHN CALDWELL	71	69	79	76	81	70
ST MARY'S ACADEMY	12	67	67	82	100	75
DISTRICT 13	**360**	**71**	**73**	**68**	**82**	**69**
JACQUET RIVER	32	61	75	55	81	59
DALHOUSIE MIDDLE	51	80	88	77	92	86
CAMPBELLTON MIDDLE	99	63	73	67	76	63
DISTRICT 14	**182**	**67**	**78**	**67**	**81**	**69**
SUPERIOR MIDDLE	152	70	72	74	97	74
BELLEDUNE	5	80	100	80	100	80
DISTRICT 15	**157**	**70**	**73**	**74**	**97**	**74**
TABUSINTAC RURAL	8	63	75	63	88	75
HARKINS MIDDLE	180	72	79	72	90	74
NORTH & SOUTH ESK	58	59	83	77	84	72

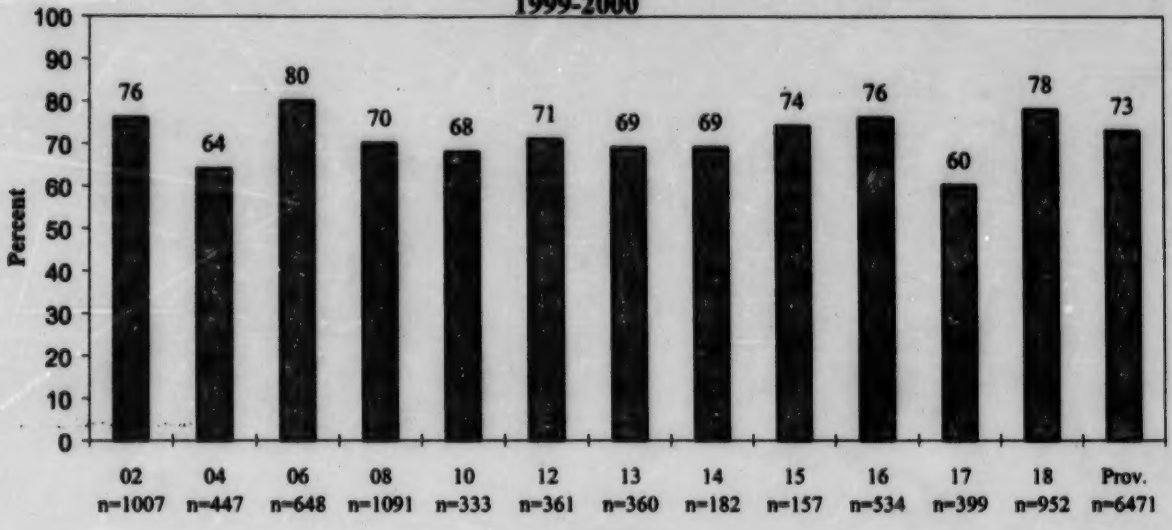
Middle Level English Language Proficiency Assessment 1999-2000

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				
		READING I	READING II	DEMAND	PROCESS	% SUCCESSFUL
MILLERTON	25	84	96	88	100	88
BLACKVILLE	39	62	64	67	87	64
MIRAMICHI RURAL	6	33	50	50	100	50
NELSON RURAL	27	82	85	70	82	78
DR LOSIER MIDDLE	132	75	77	78	77	75
ELEANOR W GRAHAM	59	81	95	88	100	95
DISTRICT 16	**534**	**72**	**81**	**76**	**87**	**76**
COLES ISLAND	7	71	57	86	86	86
MINTO ELEM/MIDDLE	49	78	76	90	96	80
CAMBRIDGE NARROWS	13	62	85	69	100	85
CHIPMAN FOREST AVE	38	61	71	53	54	61
SUNBURY WEST	30	43	57	57	90	53
HAROLD PETERSON	139	74	71	64	75	63
RIDGEVIEW	106	57	63	63	48	46
GAGETOWN	17	94	65	53	73	47
DISTRICT 17	**399**	**67**	**68**	**65**	**71**	**60**
DOAKTOWN	26	65	73	69	77	73
UPPER MIRAMICHI	36	92	81	75	89	83
STANLEY	36	69	86	61	97	78
ALBERT STREET	183	75	81	79	85	79
DEVON	119	70	72	71	87	66
KESWICK RIDGE	14	86	93	92	100	93
GEORGE ST MIDDLE	225	84	88	84	90	84
NASHWAAKSIS MIDDLE	249	78	79	79	85	77
MCADAM	23	74	83	65	83	74
HARVEY	41	54	76	63	100	68
DISTRICT 18	**952**	**77**	**81**	**77**	**88**	**78**
PROVINCE	**6471**	**73**	**77**	**74**	**83**	**73**

Middle Level English Language Proficiency Assessment 1999-2000

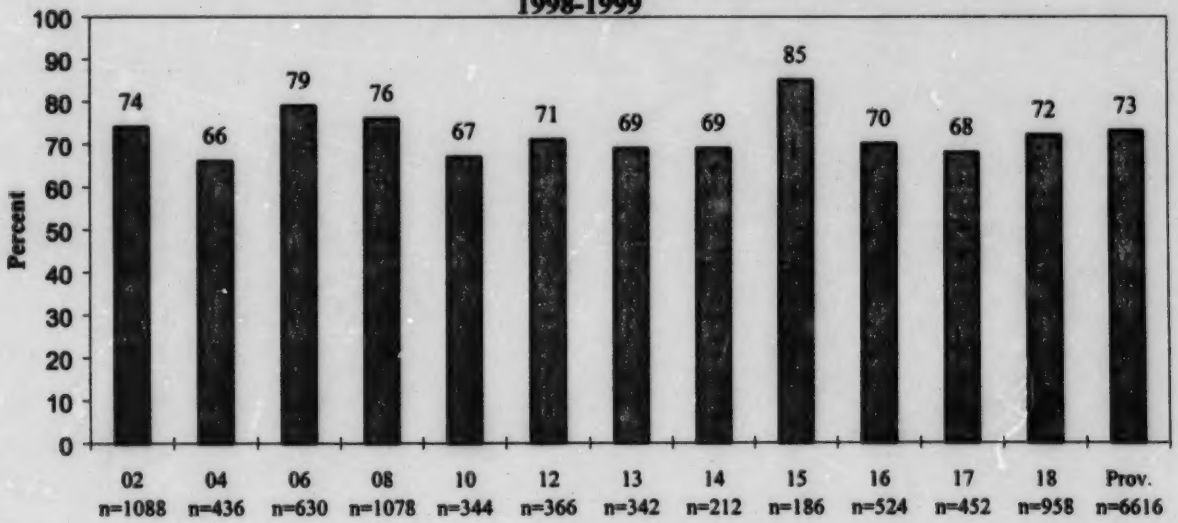
SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		READING I	READING II	DEMAND	PROCESS	
MILLERTON	25	84	96	88	100	88
BLACKVILLE	39	62	64	67	87	64
MIRAMICHI RURAL	6	33	50	50	100	50
NELSON RURAL	27	82	85	70	82	78
DR LOSIER MIDDLE	132	75	77	78	77	75
ELEANOR W GRAHAM	59	81	95	88	100	95
DISTRICT 16	334	72	81	76	87	76
COLES ISLAND	7	71	57	86	86	86
MINTO ELEM/MIDDLE	49	78	76	90	96	80
CAMBRIDGE NARROWS	13	62	85	69	100	85
CHIPMAN FOREST AVE	38	61	71	53	54	61
SUNBURY WEST	30	43	57	57	90	53
HAROLD PETERSON	139	74	71	64	75	63
RIDGEVIEW	106	57	63	63	48	46
GAGETOWN	17	94	65	53	73	47
DISTRICT 17	399	67	68	65	71	60
DOAKTOWN	26	65	73	69	77	73
UPPER MIRAMICHI	36	92	81	75	89	83
STANLEY	36	69	86	61	97	78
ALBERT STREET	183	75	81	79	85	79
DEVON	119	70	72	71	87	66
KESWICK RIDGE	14	86	93	92	100	93
GEORGE ST MIDDLE	225	84	88	84	90	84
NASHWAAKSIS MIDDLE	249	78	79	79	85	77
MCADAM	23	74	83	65	83	74
HARVEY	41	54	76	63	100	68
DISTRICT 18	952	77	81	77	88	78
PROVINCE	6471	73	77	74	83	73

Middle Level English Language Proficiency Assessment
Percent of Successful Results by District
1999-2000



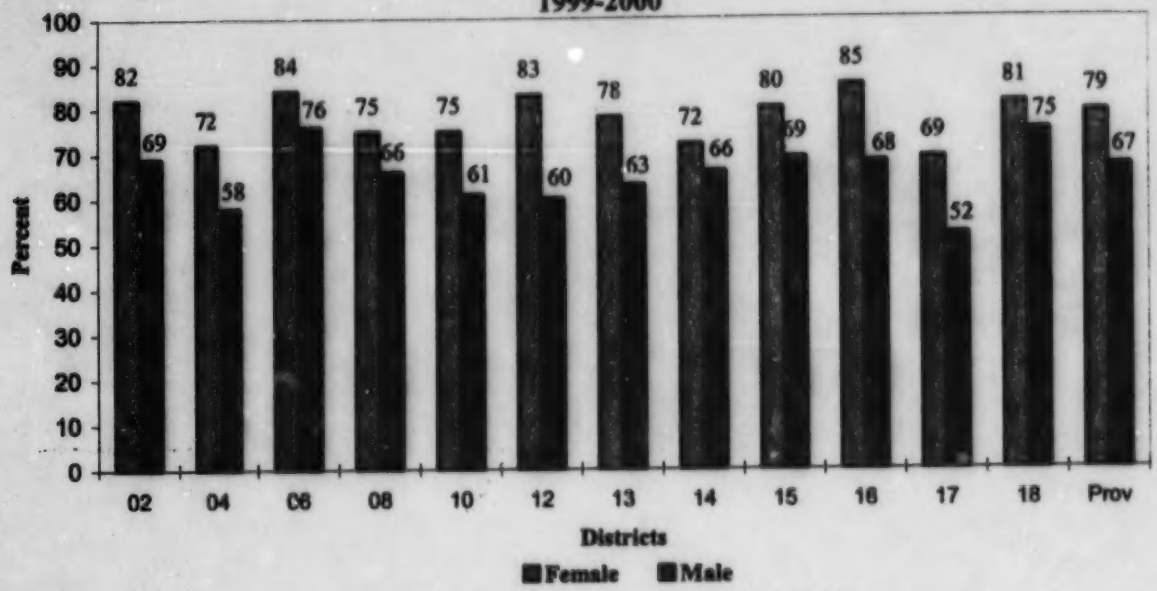
Districts
n = total number of students assessed in district

Middle Level English Language Proficiency Assessment
Percent of Successful Results by District
1998-1999

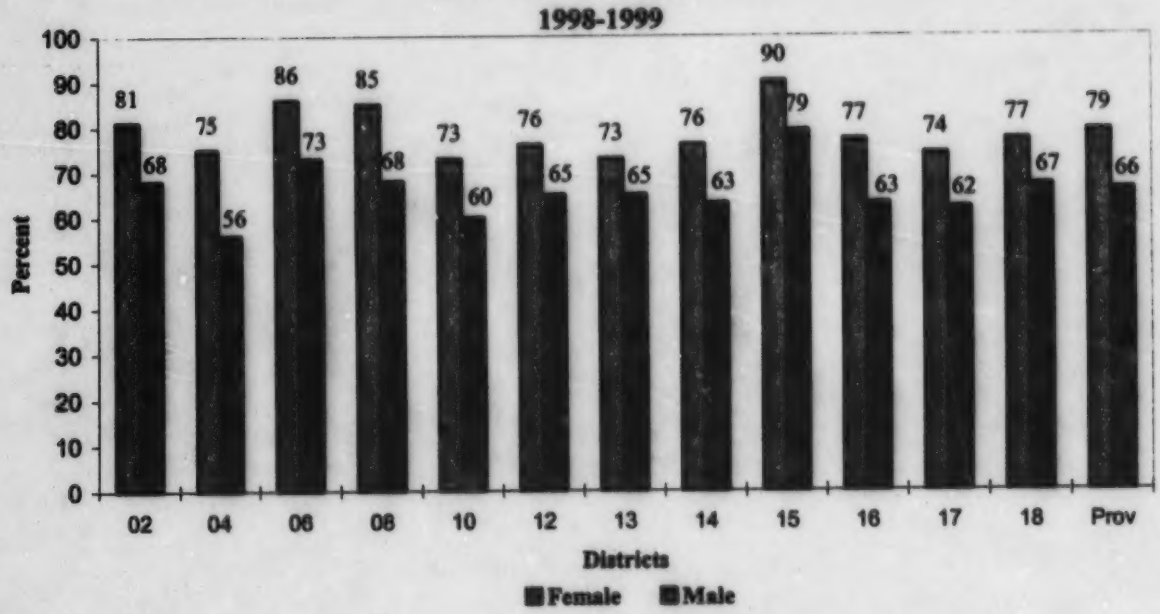


Districts
n = total number of students assessed in district

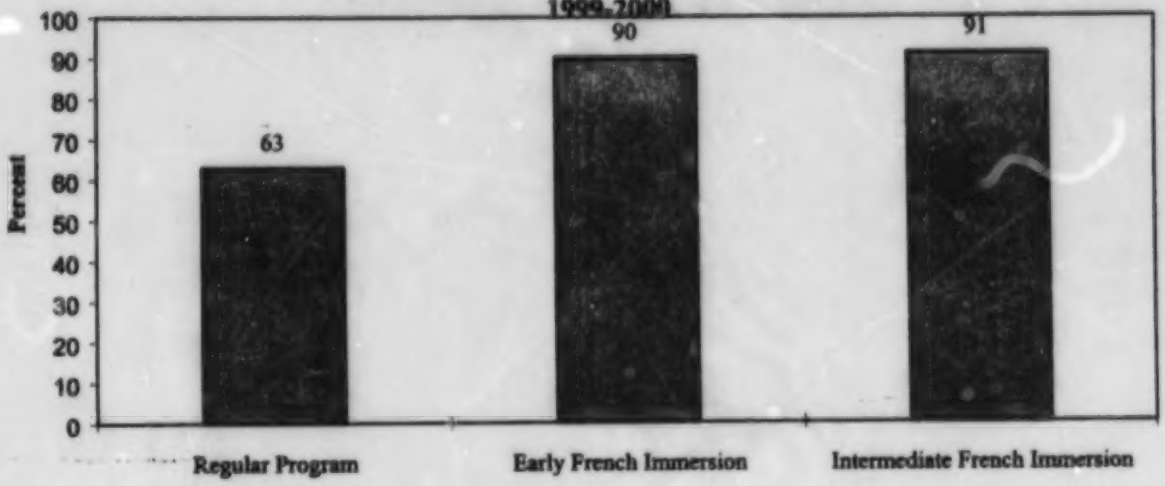
Middle Level English Language Proficiency Assessment
Percent Successful by Gender
1999-2000



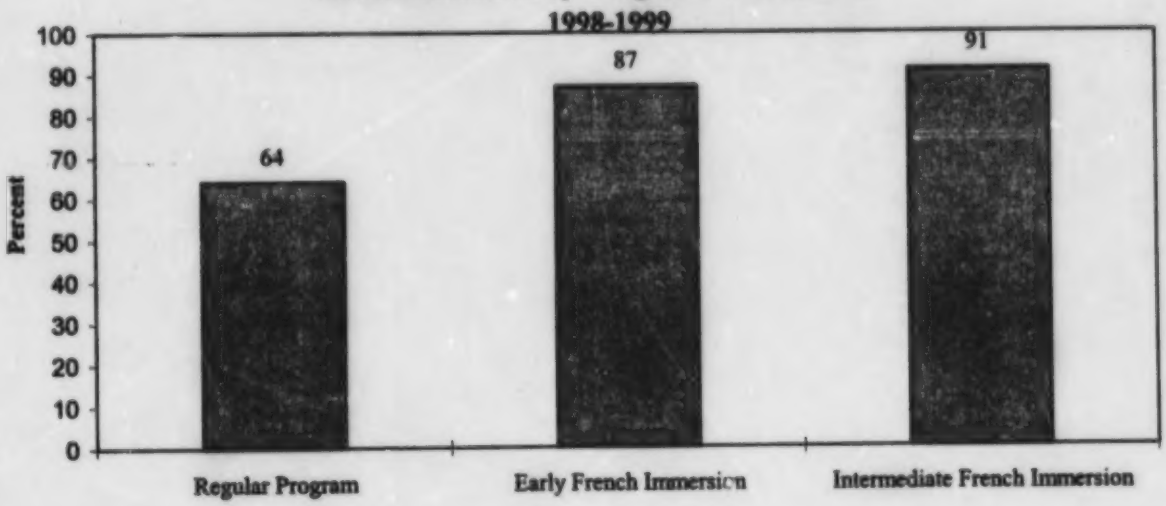
Middle Level English Language Proficiency Assessment
Percent Successful by Gender
1998-1999



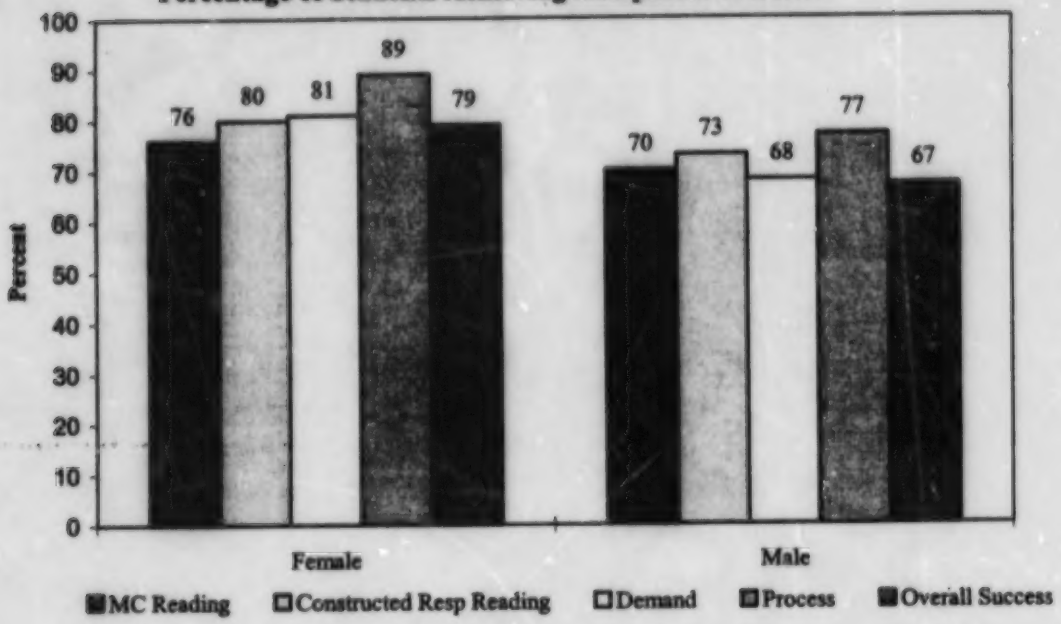
Middle Level English Language Proficiency Assessment
Percent Successful by Program of Instruction
1999-2000



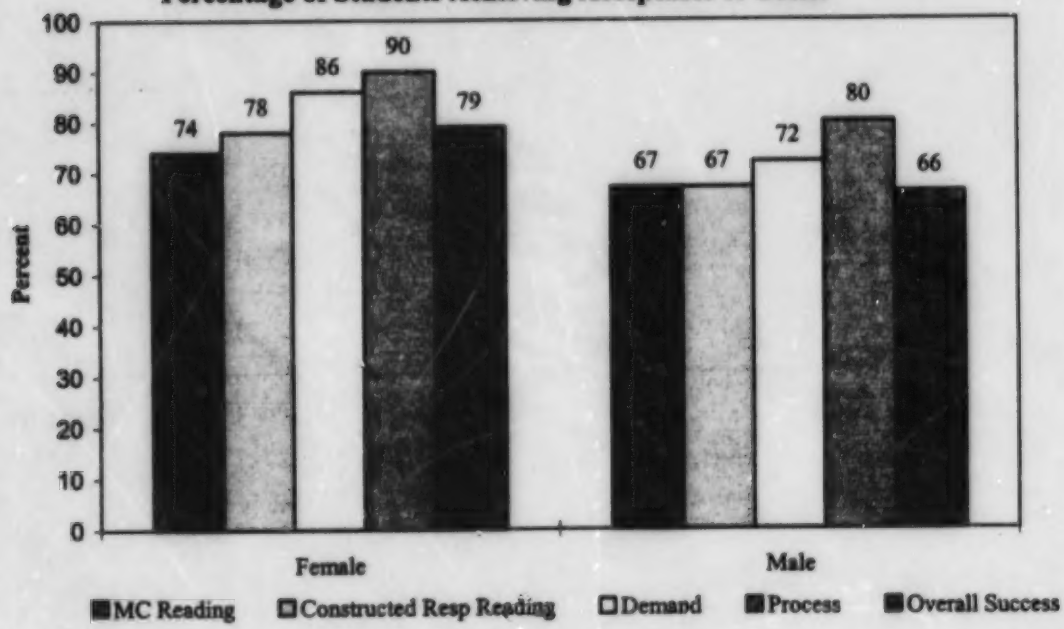
Middle Level English Language Proficiency Assessment
Percent Successful by Program of Instruction
1998-1999



Middle Level English Language Proficiency Assessment 1999-2000
Component Results by Gender
Percentage of Students Achieving Acceptable or Better



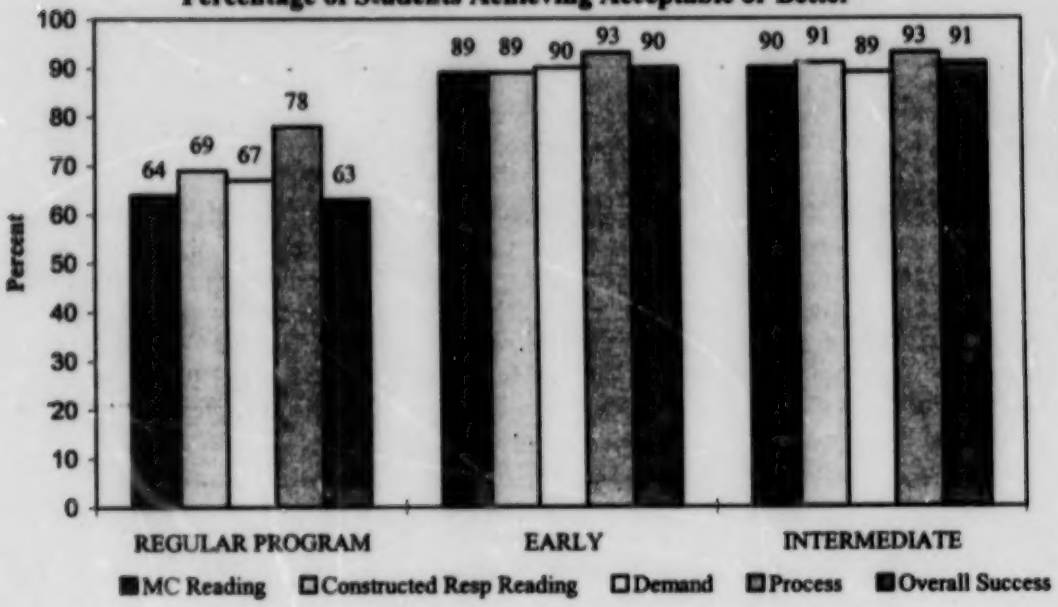
Middle Level English Language Proficiency Assessment 1998-1999
Component Results by Gender
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 1999-2000

Component Results by FSL Program

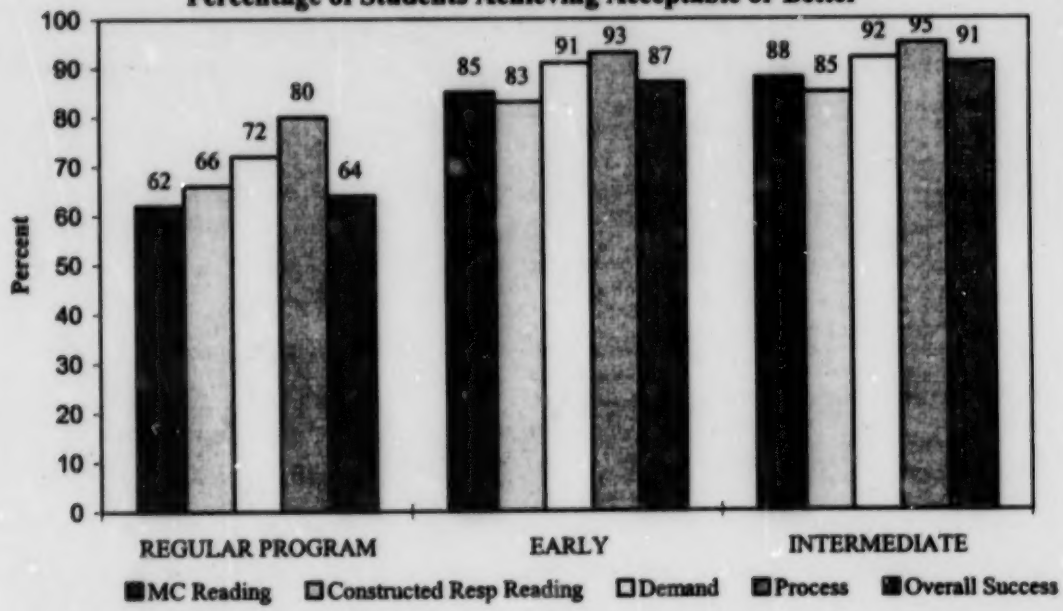
Percentage of Students Achieving Acceptable or Better



Middle Level English Language Proficiency Assessment 1998-1999

Component Results by FSL Program

Percentage of Students Achieving Acceptable or Better



Middle Level Mathematics Assessment

Background

In June of their grade 8 year, all students write the Middle Level Mathematics Assessment, which consists of three sections administered over two days. The June 2000 Middle Level Mathematics Assessment reflects the outcomes of the new grade 8 mathematics curriculum which was implemented for the first time in all middle schools during the 1999-2000 school year. Although the assessment is based on the grade 8 provincial mathematics curriculum, it is designed to reflect students' achievement over the middle school years.

Students are expected to have the use of a calculator when writing two of the three sections of the assessment - the multiple choice and constructed response sections. The third section, valued at 20% of the assessment and consisting of a number of mental math, multiple choice and constructed response questions, was done without the use of a calculator. Each section included items of varying difficulty levels while addressing all four composite strands: Number Concepts and Operations (50%); Patterns and Relations (15%); Measurement and Geometry (20%); Data Management and Probability (15%). (Algebra is now incorporated into the Operations strand and the Patterns and Relations strand.)

The assessment was widely considered to be a fair and not unduly difficult test of students' mathematical skills and conceptual understanding at the end of middle school. Individual student results were reported by strand on achievement levels ranging from superior to weak. To achieve a successful overall status, a student has reached the acceptable level or higher in any three of the composite strands ***or*** has reached the acceptable level or higher in Number Concepts and Operations (50% of the assessment) and one of the other three composite strands.

Findings

- Six thousand, three hundred and twenty-three students wrote the Middle Level Mathematics Assessment. Fifty-eight percent of those who did the assessment were successful, the same as in 1998-99.

- Of the 6753 students registered, almost 6% were either exempted or did not write for one reason or another.

- The results of the **patterns** and **relations** (66% at acceptable or better) and **data management** (68%) strands were somewhat better than those of **numbers and operations** (56%) and **measurement and geometry** (48%).

- About half of those writing were female, half male. The success rate was 60% for males and 56% for females. Males did slightly better on numbers and operations, measurement, and patterns and relations, while males and females performed with equal success on the data strand.

- Students enroled in French Immersion programs achieved at a significantly higher level than those in the regular program. Students in Early French Immersion and Intermediate French Immersion succeeded at rates of 75% and 74% respectively, while those in the regular program had a success rate of 49%.

Follow-up

- A provincial mentorship initiative has enabled districts to hire mathematics mentors who assist elementary and middle school teachers by working with them in their classrooms and focussing upon methodology.

- Teachers and math mentors have been provided with a number of sample questions from the June 2000 assessment in order to see first-hand how the assessment reflects the direction of the curriculum. As well, answers and scoring criteria from the marking sessions have been released to provide added support to the teachers' own assessment programs.

- Many middle schools have taken advantage of in-service opportunities offered by the Mathematics Centre at the University of New Brunswick. The Centre also offers grade level model assessments which can be used by schools, if they choose, both to identify students with specific weaknesses in mathematics, and to prepare them for the kinds of questions they should expect on the assessment.

- High schools are using individual results from the grade 8 mathematics assessment to assist students in improving their skills as they prepare for the grade 11 Provincial Examinations in Mathematics.

- Middle schools are using results from the math assessment to establish School Improvement Plan targets.

Middle Level Mathematics Assessment 1999-2000

In reading the following chart, you can see that 68 students at Birchmount participated in the Middle Level Mathematics Assessment in June of 2000. Fifty-six percent of these students performed at acceptable or better levels in the number strand, 65% in measurement, 88% in data, and 82% in patterns. Overall, 74% of the students achieved a successful rating.

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBER	MEASUREMENT	DATA	PATTERNS	
DORCHESTER CONSOLIDATED	15	47	40	67	67	47
MARSHVIEW MIDDLE	89	55	43	69	76	57
PORT ELGIN REG	28	21	4	57	36	21
BEAVERBROOK	34	21	18	53	50	21
BESSBOROUGH	47	60	55	75	70	62
BIRCHMOUNT	68	56	65	88	82	74
HILLCREST	36	42	36	61	61	44
MAGNETIC HILL	50	64	62	78	66	68
QUEEN ELIZABETH	45	62	67	71	73	69
RIVERVIEW MIDDLE	237	48	35	65	61	48
SHEDIAC CAPE	28	57	25	75	57	57
SUNNY BRAE MIDDLE	63	44	43	75	65	51
LEWISVILLE MIDDLE	94	68	53	78	77	70
EDITH CAVELL	25	36	20	48	52	36
LOU MACNARIN	40	53	43	63	40	50
EVERGREEN PARK	89	63	66	74	73	69
DISTRICT 02	**988**	**52**	**45**	**70**	**66**	**56**
HAVELOCK EL/MID	12	33	25	33	8	25
PETITCODIAC REG	69	51	38	57	62	51
J M A ARMSTRONG	80	54	39	64	71	59
ALMA CONS	2	100	100	100	50	100
CALEDONIA	55	55	49	60	73	56
RIVERSIDE CONS	6	67	67	100	83	67
SUSSEX MIDDLE	212	59	44	70	68	59
DISTRICT 04	**436**	**56**	**43**	**65**	**67**	**56**
HAMPTON MIDDLE	141	33	23	57	40	36
MACDONALD CONS	45	64	58	78	89	69
HARRY MILLER MID	122	57	48	62	71	59
ROTHESAY PARK	97	61	58	69	64	64
BELLEISLE REG	42	45	36	74	62	45
QUISPAMSIS MIDDLE	186	70	59	78	77	70
DISTRICT 06	**633**	**56**	**47**	**69**	**66**	**58**
BARNHILL MEM	72	54	54	68	65	57
BEACONSFIELD	77	58	46	65	75	64
FOREST HILLS MID	97	36	35	42	49	35
HAZEN WHITE/ST FRANC	11	27	9	36	36	18
LORNE	44	52	57	57	59	59
PRINCE CHARLES	21	43	52	76	67	52
PRINCESS ELIZABETH	88	52	47	51	58	52
SIMONDS MIDDLE	71	37	38	55	52	37
ST MARTINS	26	50	46	65	77	54

Middle Level Mathematics Assessment 1999-2000

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBER	MEASUREMENT	DATA	PATTERNS	
ST ROSE	84	62	49	68	79	66
MILLIDGEVILLE	44	75	61	84	86	77
BAYSIDE MIDDLE	217	49	29	54	53	47
ST JOHN THE BAPT	39	44	26	67	56	46
RIVER VALLEY MID	139	49	44	66	67	52
FUNDY SHORES	14	71	43	79	71	71
DISTRICT 08	**1044**	**58**	**41**	**60**	**62**	**52**
DEER ISLAND	10	80	60	80	90	80
FUNDY	99	46	37	70	54	47
GRAND MANAN	36	56	42	72	64	56
CAMPOBELLO	9	67	67	89	89	89
SIR JAMES DUNN	36	58	47	75	64	58
ST STEPHEN MIDDLE	134	57	51	71	69	58
DISTRICT 10	**324**	**54**	**46**	**72**	**65**	**56**
CANTERBURY	23	26	44	65	57	39
KESWICK VALLEY	36	53	39	78	67	53
NACKAWIC MIDDLE	71	39	32	55	54	42
WOODSTOCK MIDDLE	153	65	48	74	76	66
HARTLAND	81	44	49	65	73	51
DISTRICT 12	**364**	**52**	**44**	**68**	**69**	**55**
BATH MIDDLE	35	49	49	86	69	60
CENTREVILLE	31	48	42	81	61	52
FLORENCEVILLE INT	79	67	57	85	63	68
SOUTHERN VICTORIA	71	35	28	39	41	37
TOBIQUE VALLEY	59	76	63	81	78	76
JOHN CALDWELL	70	66	53	73	70	70
ST MARY'S ACAD	11	73	55	73	82	73
DISTRICT 13	**356**	**59**	**49**	**72**	**64**	**62**
JACQUET RIVER	30	53	60	57	70	57
DALHOUSIE MIDDLE	51	57	65	71	80	63
CAMPBELLTON MIDDLE	92	48	50	61	59	51
DISTRICT 14	**173**	**51**	**56**	**63**	**67**	**56**
SUPERIOR MIDDLE	148	62	53	68	70	62
BELLEDUNE	5	100	40	80	100	100
DISTRICT 15	**153**	**63**	**52**	**68**	**71**	**63**
TABUSINTAC RURAL	7	43	71	57	57	43
HARKINS MIDDLE	178	67	62	76	77	70
NORTH & SOUTH ESK	57	53	51	74	61	60
MILLERTON	25	84	60	76	84	80
BLACKVILLE	38	61	53	66	53	61
MIRAMICHI RURAL	6	33	50	67	83	50
NELSON RURAL	27	63	22	67	67	63
DR LOSIER MIDDLE	127	52	53	71	60	55
ELEANOR W GRAHAM	57	84	88	95	95	90
DISTRICT 16	**522**	**63**	**59**	**75**	**71**	**66**

Middle Level Mathematics Assessment 1999-2000

In reading the following chart, you can see that 68 students at Birchmount participated in the Middle Level Mathematics Assessment in June of 2000. Fifty-six percent of these students performed at acceptable or better levels in the number strand, 65% in measurement, 88% in data, and 82% in patterns. Overall, 74% of the students achieved a successful rating.

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BEAVERBROOK	34	21	18	53	50	21
BESSBOROUGH	47	60	55	75	70	62
BIRCHMOUNT	68	56	65	88	82	74
HILLCREST	36	42	36	61	61	44
MAGNETIC HILL	50	64	62	78	66	68
QUEEN ELIZABETH	45	62	67	71	73	69
RIVERVIEW MIDDLE	237	48	35	65	61	48
SHEDIAC CAPE	28	57	25	75	57	57
SUNNY BRAE MIDDLE	63	44	43	75	65	51
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DISTRICT 02	**988**	**52**	**45**	**70**	**66**	**56**
HAVELOCK EL/MID	12	33	25	33	8	25
PETITCODIAC REG	69	51	38	57	62	51
J M A ARMSTRONG	80	54	39	64	71	59
ALMA CONS	2	100	100	100	50	100
CALEDONIA	55	55	49	60	73	56
RIVERSIDE CONS	6	67	67	100	83	67
SUSSEX MIDDLE	212	59	44	70	68	59
DISTRICT 04	**436**	**56**	**43**	**65**	**67**	**56**
HAMPTON MIDDLE	141	33	23	57	40	36
MACDONALD CONS	45	64	58	78	89	69
HARRY MILLER MID	122	57	48	62	71	59
ROTHESAY PARK	97	61	58	69	64	64
BELLEISLE REG	42	45	36	74	62	45
QUISPAMSIS MIDDLE	186	70	59	78	77	70
DISTRICT 06	**633**	**56**	**47**	**69**	**66**	**58**
BARNHILL MEM	72	54	54	68	65	57
BEACONSFIELD	77	58	46	65	75	64
FOREST HILLS MID	97	36	35	42	49	35
HAZEN WHITE/ST FRANC	11	27	9	36	36	18
LORNE	44	52	57	57	59	59
PRINCE CHARLES	21	43	52	76	67	52
PRINCESS ELIZABETH	88	52	47	51	58	52
SIMONDS MIDDLE	71	37	38	55	52	37
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Middle Level Mathematics Assessment 1999-2000

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RIVER VALLEY MID	139	49	44	66	67	52
FUNDY SHORES	14	71	43	79	71	71
DISTRICT 08	**1044**	**50**	**41**	**60**	**62**	**52**
DEER ISLAND	10	80	60	80	90	80
FUNDY	99	46	37	70	54	47
GRAND MANAN	36	56	42	72	64	56
CAMPOBELLO	9	67	67	89	89	89
SIR JAMES DUNN	36	58	47	75	64	58
ST STEPHEN MIDDLE	134	57	51	71	69	58
DISTRICT 10	**324**	**54**	**46**	**72**	**65**	**56**
CANTERBURY	23	26	44	65	57	39
KESWICK VALLEY	36	53	39	78	67	53
NACKAWIC MIDDLE	71	39	32	55	54	42
WOODSTOCK MIDDLE	153	65	48	74	76	66
HARTLAND	81	44	49	65	73	51
DISTRICT 12	**364**	**52**	**44**	**68**	**69**	**55**
BATH MIDDLE	35	49	49	86	69	60
CENTREVILLE	31	48	42	81	61	52
FLORENCEVILLE INT	79	67	57	85	63	68
SOUTHERN VICTORIA	71	35	28	39	41	37
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ST MARY'S ACAD	11	73	55	73	82	73
DISTRICT 13	**356**	**59**	**49**	**72**	**64**	**62**
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BELLEDUNE	5	100	40	80	100	100
DISTRICT 15	**153**	**63**	**52**	**68**	**71**	**63**
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NORTH & SOUTH ESK	57	53	51	74	61	60
MILLERTON	25	84	60	76	84	80
BLACKVILLE	38	61	53	66	53	61
MIRAMICHI RURAL	6	33	50	67	83	50
NELSON RURAL	27	63	22	67	67	63
DR LOSIER MIDDLE	127	52	53	71	60	55
ELEANOR W GRAHAM	57	84	88	95	95	90
DISTRICT 16	**522**	**63**	**59**	**75**	**71**	**66**

Middle Level Mathematics Assessment 1999-2000

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBER	MEASUREMENT	DATA	PATTERNS	
COLES ISLAND	8	63	50	75	88	63
MINTO ELEM/MID	48	85	67	85	77	85
CAMBRIDGE NARROWS	13	39	23	62	69	39
CHIPMAN FOREST AVE	35	57	20	60	57	57
SUNBURY WEST	28	54	25	71	75	54
HAROLD PETERSON	127	44	47	53	43	46
RIDGEVIEW	101	44	43	60	67	52
GAGETOWN	15	60	53	73	80	67
DISTRICT 17	**375**	**52**	**44**	**63**	**61**	**55**
DOAKTOWN	25	52	52	76	64	52
UPPER MIRAMICHI	33	79	79	85	85	88
STANLEY	31	65	61	77	77	65
ALBERT STREET	177	64	62	73	77	67
DEVON	114	46	39	55	42	47
KESWICK RIDGE	15	60	60	87	93	80
GEORGE ST MIDDLE	219	74	66	78	81	75
NASHWAAKSIS MIDDLE	242	56	45	70	68	58
MCADAM	23	70	48	61	74	65
HARVEY	38	79	53	84	71	79
DISTRICT 18	**917**	**63**	**55**	**72**	**7[illegible]**	**65**
PROVINCE	**6323**	**56**	**48**	**68**	**66**	**58**

Middle Level Mathematics Assessment 1999-2000

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE				% SUCCESSFUL
		NUMBER	MEASUREMENT	DATA	PATTERNS	
COLES ISLAND	8	63	50	75	88	63
MINTO ELEM/MID	48	85	67	85	77	85
CAMBRIDGE NARROWS	13	39	23	62	69	39
CHIPMAN FOREST AVE	35	57	20	60	57	57
SUNBURY WEST	28	54	25	71	75	54
HAROLD PETERSON	127	44	47	53	43	46
RIDGEVIEW	101	44	43	60	67	52
GAGETOWN	15	60	53	73	80	67
DISTRICT 17	**375**	**52**	**44**	**63**	**61**	**50**
DOAKTOWN	25	52	52	76	64	52
UPPER MIRAMICHI	33	79	79	85	85	88
STANLEY	31	65	61	77	77	65
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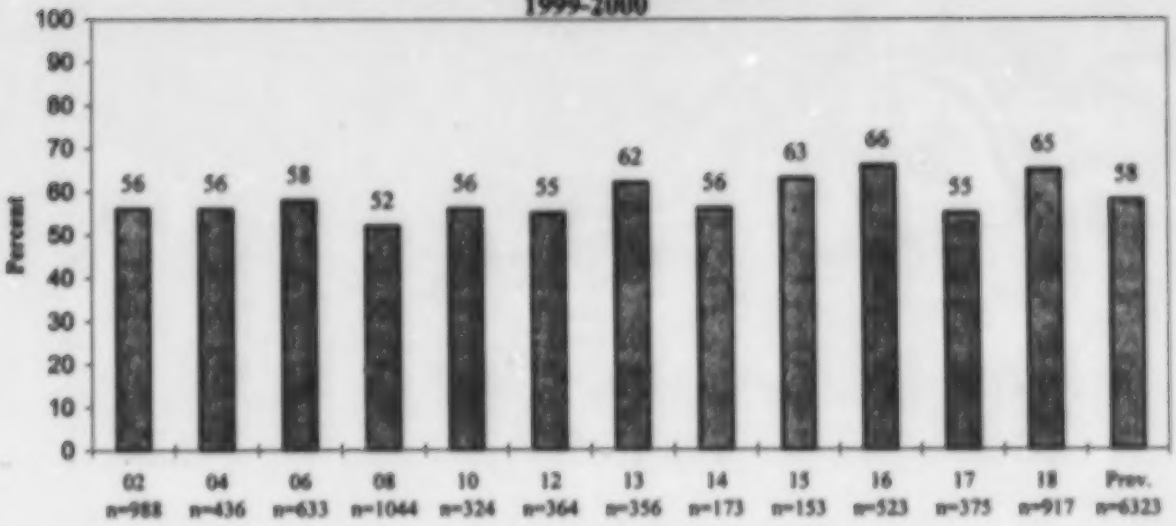
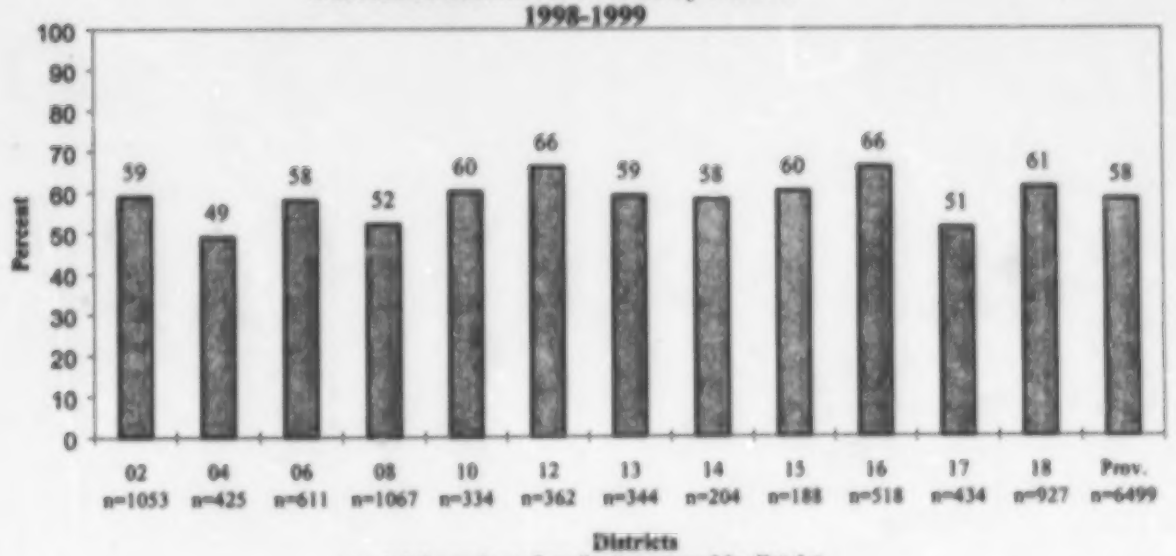
DISTRICT 18	**917**	**63**	**55**	**72**	**71**	**65**
PROVINCE	**6323**	**56**	**48**	**68**	**66**	**58**

Middle Level Mathematics Assessment
Percent of Successful Results by District
1999-2000



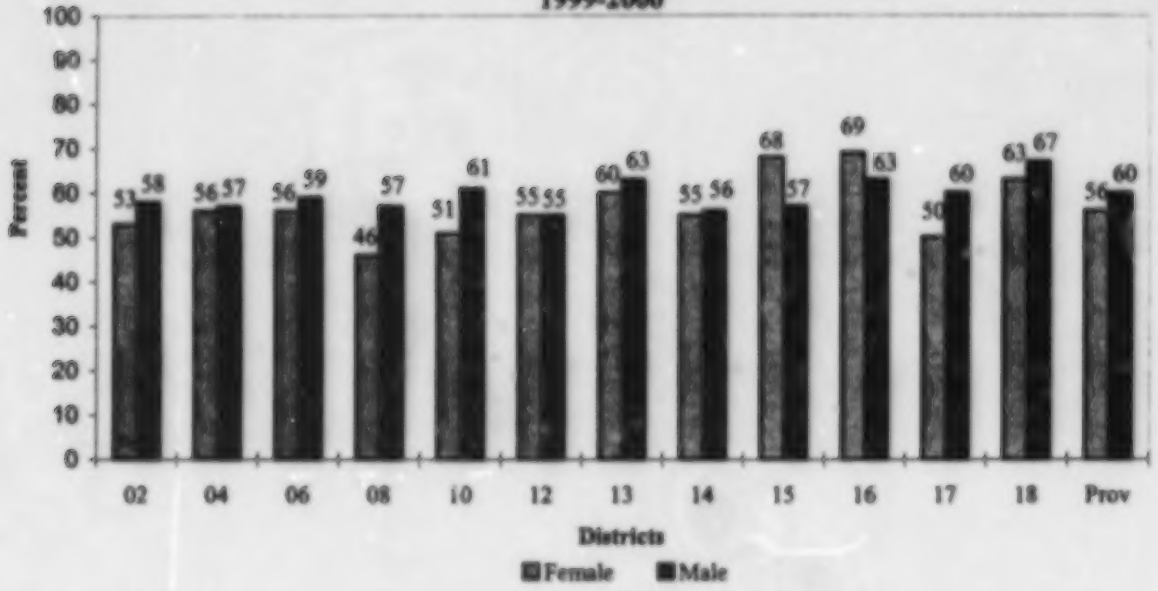
n = total number of students assessed in district

Middle Level Mathematics Assessment
Percent of Successful Results by District
1998-1999

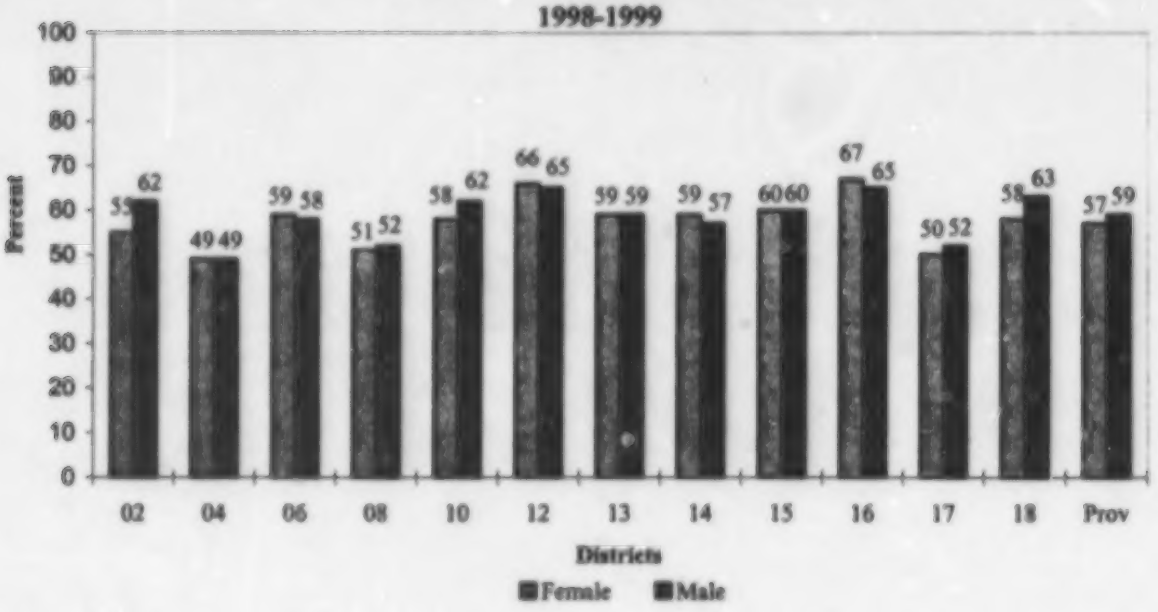


n = total number of students assessed in district

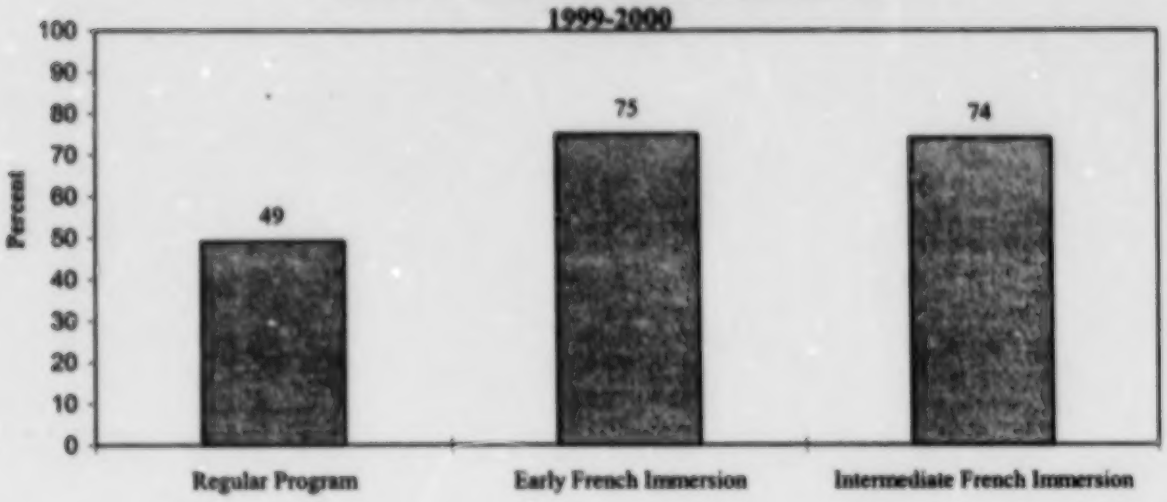
Middle Level Mathematics Assessment
Percent Successful by Gender
1999-2000



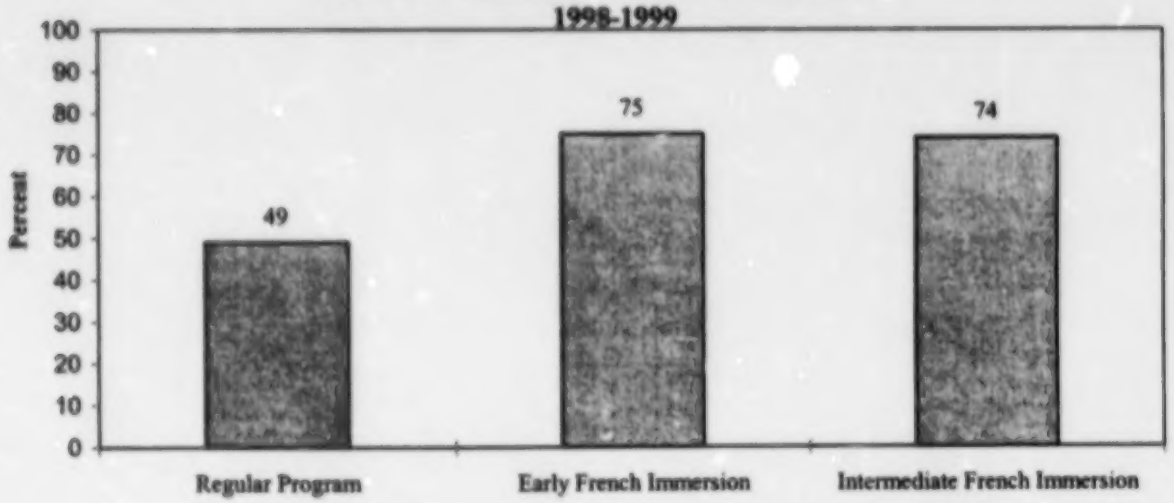
Middle Level Mathematics Assessment
Percent Successful by Gender
1998-1999



Middle Level Mathematics Assessment
Percent Successful by Program of Instruction
1999-2000



Middle Level Mathematics Assessment
Percent Successful by Program of Instruction
1998-1999



ELEMENTARY LEVEL RESULTS

PROVINCIAL ASSESSMENT AT GRADE 3

and

PROVINCIAL ASSESSMENT AT GRADE 5

Anglophone School Districts

Provincial Assessment at Grade 3

Background

The Provincial Assessment at Grade 3 was administered in May 2000. Over a two-week period, students answered multiple choice and constructed response questions designed to assess reading, mathematics and science. The assessment, part of the annual elementary testing program, is a system measure of student achievement after four years of schooling. Group data for all components were generated to provide schools and districts with statistics to help measure progress and to improve teaching and learning.

As with all provincial assessments, the grade 3 responses were marked by practicing classroom teachers following training with criteria and models specific to the assessment tasks. For the first time, practitioners and some parents established expectations for performance on the various components.

Findings

- In May 2000, approximately 6200 students participated in the assessment. Only 3.6% of students were completely exempted as schools were asked to be as inclusive as possible.
- At the time of the assessment, 23% of the grade 3 population was enrolled in the French Immersion program and 77% in the English (regular) program.
- Achievement was best on the reading component with 93% of elementary schools meeting or exceeding expectation levels in the regular program, and 96% in French Immersion.
- For mathematics, overall 88% of the schools met or exceeded expectations, with this breaking down to better performance by French Immersion classes, that is, 98% for French Immersion compared to 84% for regular.
- Results were reversed for the science component: while overall 76% of the schools met or exceeded expectations, the percentages were 77% for regular classes and 61% for French Immersion.

Follow-up

- Schools and districts are studying the overall assessment results together with data for individual strands to determine specific emphases for delivery of their language arts, mathematics and science programs.
- Assessment items and model student responses, accompanied by marking criteria, are being used in classrooms to familiarize students with provincial standards.
- District level mathematics mentors are providing assistance to teachers to enhance mathematics teaching practices.

Provincial Assessment at Grade 3 1999-2000

In reading the following chart, you can see that 73 students at Arnold H. McLeod participated in the mathematics and science components of the Provincial Assessment at Grade 3. The school met expectations in mathematics but was below expectations in science. For reading, 26 students from the English program were involved; the expectation level was not met. Forty-six students participated in the French Immersion reading component and the school exceeded expectations.

School	Expectation Level		Expectation Level		Expectation Level
	No. of Students	Math	Science	No. of Students	Reading English	No. of Students	Reading - Immersion
ARNOLD H. MCLEOD	73	▲	■	26	■	46	●
BEAVERBROOK	51	■	■	27	■	24	▲
BESSBOROUGH	61	●	●	8	●	52	●
BIRCHMOUNT	58	▲	▲	29	▲	27	▲
CLAUDE D. TAYLOR	78	●	▲	35	▲	43	●
DORCHESTER CONS.	14	■	■	14	▲	0	--
EDITH CAVELL	36	▲	■	21	▲	16	▲
EVERGREEN PARK	99	●	Pilot	40	▲	56	●
FOREST GLEN	68	▲	▲	31	▲	36	▲
FRANK L. BOWSER	60	▲	▲	24	▲	35	▲
GUNNINGSVILLE	43	▲	▲	19	▲	24	▲
HILLCREST	17	●	●	17	▲	0	--
LOU MACNARIN	38	▲	■	17	■	19	▲
LOWER COVERDALE	8	▲	▲	8	●	0	--
MAGNETIC HILL	47	▲	▲	23	▲	25	●
MOUNTAIN VIEW	20	▲	●	20	▲	0	--
PORT ELGIN REG.	26	▲	▲	27	▲	0	--
QUEEN ELIZABETH	61	▲	▲	23	●	38	●
SALEM ELEMENTARY	102	▲	▲	64	▲	38	▲
SHEDIAC CAPE	27	▲	■	7	■	18	▲
UPLANDS	14	▲	▲	10	▲	0	--
WEST RIVERVIEW	43	■	■	27	■	16	●
DISTRICT 02	**993**	▲	▲	**517**	▲	**513**	●
ALMA CONSOLIDATED	7	▲	●	7	▲	0	--
APOHAQUI	17	▲	▲	15	▲	0	--
ELGIN ELEMENTARY	10	▲	▲	10	▲	0	--
HAVELOCK	25	▲	Pilot	25	●	0	--
HILLSBOROUGH ELEM.	49	●	●	48	●	0	--
NORTON ELEM.	23	▲	●	23	●	0	--
PETITCODIAC REG.	31	▲	▲	31	▲	0	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

In reading the following chart, you can see that 73 students at Arnold H. McLeod participated in the mathematics and science components of the Provincial Assessment at Grade 3. The school met expectations in mathematics but was below expectations in science. For reading, 26 students from the English program were involved; the expectation level was not met. Forty-six students participated in the French Immersion reading component and the school exceeded expectations.

School	No. of Students	Expectation Level Math	Science	No. of Students	Expectation Level Reading English	No. of Students	Expectation Level Reading - Immersion
ARNOLD H. MCLEOD	73	▲	■	26	■	46	●
BEAVERBROOK	51	■	■	27	■	24	▲
BESSBOROUGH	61	●	●	8	●	52	●
BIRCHMOUNT	58	▲	▲	29	▲	27	▲
CLAUDE D. TAYLOR	78	●	▲	35	▲	43	●
DORCHESTER CONS.	14	■	■	14	▲	0	--
EDITH CAVELL	36	▲	■	21	▲	16	▲
EVERGREEN PARK	99	●	Pilot	40	▲	56	●
FOREST GLEN	68	▲	▲	31	▲	36	▲
FRANK L. BOWSER	60	▲	▲	24	▲	35	▲
GUNNINGSVILLE	43	▲	▲	19	▲	24	▲
HILLCREST	17	●	●	17	▲	0	--
LOU MACNARIN	38	▲	■	17	■	19	▲
LOWER COVERDALE	8	▲	▲	8	●	0	--
MAGNETIC HILL	47	▲	▲	23	▲	25	●
MOUNTAIN VIEW	20	▲	●	20	▲	0	--
PORT ELGIN REG.	26	▲	▲	27	▲	0	--
QUEEN ELIZABETH	61	▲	▲	23	●	38	●
SALEM ELEMENTARY	102	▲	▲	64	▲	38	▲
SHEDIAC CAPE	27	▲	■	7	■	18	▲
UPLANDS	14	▲	▲	10	▲	0	--
WEST RIVERVIEW	43	■	■	27	■	16	●
DISTRICT 02	**993**	▲	▲	**517**	▲	**513**	●
ALMA CONSOLIDATED	7	▲	●	7	▲	0	--
APOHAQUI	17	▲	▲	15	▲	0	--
ELGIN ELEMENTARY	10	▲	▲	10	▲	0	--
HAVELOCK	25	▲	Pilot	25	●	0	--
HILLSBOROUGH ELEM	49	●	●	48	●	0	--
NORTON ELEM.	23	▲	●	23	●	0	--
PETITCODIAC REG.	31	▲	▲	31	▲	0	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
RIVERSIDE CONS.	14	●	●	13	●	0	--
SALISBURY ELEM.	82	▲	▲	41	▲	39	▲
SUSSEX CORNER ELEM	60	▲	●	44	▲	16	●
SUSSEX ELEMENTARY	91	▲	▲	61	▲	27	▲
DISTRICT 04	**396**	▲	▲	**318**	▲	**82**	●
FAIRVALE	90	▲	▲	90	▲	0	--
HAMMOND RIVER VAL	28	■	■	26	▲	0	--
HAMPTON ELEM.	101	▲	▲	73	▲	25	▲
KENNEBECASIS PARK	20	●	●	20	●	0	--
LAKEFIELD ELEM.	72	▲	●	72	●	0	--
MACDONALD CONS.	45	▲	■	44	▲	0	--
QUISPAMSIS ELEM.	89	▲	▲	48	▲	40	▲
ROTHESAY ELEM.	110	▲	Pilot	55	▲	49	●
DISTRICT 06	**535**	▲	▲	**463**	▲	**114**	▲
BARNHILL MEMORIAL	23	●	▲	23	▲	0	--
BAYVIEW	35	▲	Pilot	35	▲	0	--
BROWNS' FLAT	17	●	●	17	▲	0	--
CENTENNIAL	46	■	■	45	■	0	--
CHAMPLAIN HEIGHTS	45	▲	■	45	▲	0	--
EAST SAINT JOHN	18	●	●	17	▲	0	--
FOREST HILLS ELEM.	67	▲	■	61	▲	0	--
FUNDY SHORES	14	▲	●	14	●	0	--
GLEN FALLS	26	■	▲	26	▲	0	--
GRANDVIEW AVENUE	25	●	●	25	●	0	--
HAVELOCK	26	▲	▲	26	▲	0	--
HAZEN WHITE-ST. FRA.	14	■	■	14	■	0	--
HOLY TRINITY	21	■	■	20	▲	0	--
INGLEWOOD	41	▲	●	40	●	0	--
ISLAND VIEW	62	●	●	61	▲	0	--
LAKEWOOD	21	●	●	21	●	0	--
LAKEWOOD HEIGHTS	26	●	●	26	●	0	--
LATIMORE LAKE	11	●	▲	11	●	0	--
LOCH LOMOND	62	▲	▲	62	▲	0	--
M. GERALD TEED MEM	47	▲	▲	47	▲	0	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
MILLIDGEVILLE N.	123	▲	■	0	--	124	■
MORNA HEIGHTS	17	▲	▲	17	▲	0	--
PRINCE CHARLES	19	■	■	17	▲	0	--
PRINCESS ELIZABETH	18	●	■	18	▲	0	--
SEAWOOD	19	▲	▲	19	▲	0	--
ST. JOHN THE BAPTIST	24	▲	▲	24	▲	0	--
ST. MARTINS	23	●	●	23	▲	0	--
ST. PATRICK'S	48	▲	▲	48	●	0	--
ST. ROSE	39	▲	▲	39	▲	0	--
WESTFIELD	50	▲	●	50	▲	0	--
DISTRICT 08	**1006**	▲	▲	**891**	▲	**124**	■
BACK BAY	14	●	●	14	●	0	--
BLACKS HARBOUR	26	▲	▲	26	▲	0	--
CAMPOBELLO ISLAND	18	▲	▲	18	▲	0	--
DEER ISLAND CONS.	13	▲	●	12	▲	0	--
GRAND MANAN COMM	35	▲	▲	35	▲	0	--
LAWRENCE STATION	14	■	■	14	▲	0	--
MILLTOWN ELEM.	42	▲	■	42	▲	0	--
PENNFIELD ELEM.	15	●	▲	15	▲	0	--
ST. GEORGE ELEM.	38	▲	▲	38	▲	0	--
ST. STEPHEN ELEM.	68	●	▲	53	▲	15	▲
VINCENT MASSEY EL.	36	▲	Pilot	36	▲	0	--
WHITE HEAD ELEM.	3	■	■	3	●	0	--
DISTRICT 10	**304**	▲	▲	**306**	▲	**15**	▲
CANTERBURY HIGH	14	▲	▲	13	▲	0	--
CENTRAL CARLETON	56	■	■	54	▲	0	--
DEBEC ELEM.	23	▲	▲	22	▲	0	--
KESWICK VALLEY	30	●	▲	30	▲	0	--
MILLVILLE ELEM.	9	▲	●	9	●	0	--
NACKAWIC ELEM.	46	▲	▲	46	▲	0	--
SOUTHERN CARLETON	59	●	●	59	●	0	--
WOODSTOCK CENT.	69	▲	Pilot	69	▲	0	--
DISTRICT 12	**271**	▲	▲	**302**	▲	**0**	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
RIVERSIDE CONS.	14	●	●	13	●	0	--
SALISBURY ELEM.	82	▲	▲	41	▲	39	▲
SUSSEX CORNER ELEM	60	▲	●	44	▲	16	●
SUSSEX ELEMENTARY	91	▲	▲	61	▲	27	▲
DISTRICT 04	**396**	▲	▲	**318**	▲	**82**	●
FAIRVALE	90	▲	▲	90	▲	0	--
HAMMOND RIVER VAL	28	■	■	26	▲	0	--
HAMPTON ELEM.	101	▲	▲	73	▲	25	▲
KENNEBECASIS PARK	20	●	●	20	●	0	--
LAKEFIELD ELEM.	72	▲	●	72	●	0	--
MACDONALD CONS.	45	▲	■	44	▲	0	--
QUISPAMSIS ELEM.	89	▲	▲	48	▲	40	▲
ROTHESAY ELEM.	110	▲	Pilot	55	▲	49	●
DISTRICT 06	**535**	▲	▲	**463**	▲	**114**	▲
BARNHILL MEMORIAL	23	●	▲	23	▲	0	--
BAYVIEW	35	▲	Pilot	35	▲	0	--
BROWNS' FLAT	17	●	●	17	▲	0	--
CENTENNIAL	46	■	■	45	■	0	--
CHAMPLAIN HEIGHTS	45	▲	■	45	▲	0	--
EAST SAINT JOHN	18	●	●	17	▲	0	--
FOREST HILLS ELEM.	67	▲	■	61	▲	0	--
FUNDY SHORES	14	▲	●	14	●	0	--
GLEN FALLS	26	■	▲	26	▲	0	--
GRANDVIEW AVENUE	25	●	●	25	●	0	--
HAVELOCK	26	▲	▲	26	▲	0	--
HAZEN WHITE-ST. FRA.	14	■	■	14	■	0	--
HOLY TRINITY	21	■	■	20	▲	0	--
INGLEWOOD	41	▲	●	40	●	0	--
ISLAND VIEW	62	●	●	61	▲	0	--
LAKEWOOD	21	●	●	21	●	0	--
LAKEWOOD HEIGHTS	26	●	●	26	●	0	--
LATIMORE LAKE	11	●	▲	11	●	0	--
LOCH LOMOND	62	▲	▲	62	▲	0	--
M. GERALD TEED MEM	47	▲	▲	47	▲	0	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
MILLIDGEVILLE N.	123	▲	■	0	--	124	■
MORNA HEIGHTS	17	▲	▲	17	▲	0	--
PRINCE CHARLES	19	■	■	17	▲	0	--
PRINCESS ELIZABETH	18	●	■	18	▲	0	--
SEAWOOD	19	▲	▲	19	▲	0	--
ST. JOHN THE BAPTIST	24	▲	▲	24	▲	0	--
ST. MARTINS	23	●	●	23	▲	0	--
ST. PATRICK'S	48	▲	▲	48	●	0	--
ST. ROSE	39	▲	▲	39	▲	0	--
WESTFIELD	50	▲	●	50	▲	0	--
DISTRICT 08	**1006**	▲	▲	**891**	▲	**124**	■
BACK BAY	14	●	●	14	●	0	--
BLACKS HARBOUR	26	▲	▲	26	▲	0	--
CAMPOBELLO ISLAND	18	▲	▲	18	▲	0	--
DEER ISLAND CONS.	13	▲	●	12	▲	0	--
GRAND MANAN COMM	35	▲	▲	35	▲	0	--
LAWRENCE STATION	14	■	■	14	▲	0	--
MILLTOWN ELEM.	42	▲	■	42	▲	0	--
PENNFIELD ELEM.	15	●	▲	15	▲	0	--
ST. GEORGE ELEM.	38	▲	▲	38	▲	0	--
ST. STEPHEN ELEM.	68	●	▲	53	▲	15	▲
VINCENT MASSEY EL.	36	▲	Pilot	36	▲	0	--
WHITE HEAD ELEM.	3	■	■	3	●	0	--
DISTRICT 10	**304**	▲	▲	**306**	▲	**15**	▲
CANTERBURY HIGH	14	▲	▲	13	▲	0	--
CENTRAL CARLETON	56	■	■	54	▲	0	--
DEBEC ELEM.	23	▲	▲	22	▲	0	--
KESWICK VALLEY	30	●	▲	30	▲	0	--
MILLVILLE ELEM.	9	▲	●	9	●	0	--
NACKAWIC ELEM.	46	▲	▲	46	▲	0	--
SOUTHERN CARLETON	59	●	●	59	●	0	--
WOODSTOCK CENT.	69	▲	Pilot	69	▲	0	--
DISTRICT 12	**271**	▲	▲	**302**	▲	**0**	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

School	No. of Students	Expectation Level Math	Science	No. of Students	Expectation Level Reading English	No. of Students	Expectation Level Reading - Immersion
ANDOVER ELEM.	70	▲	▲	41	▲	20	■
AROOSTOOK ELEM.	9	●	●	9	▲	0	--
BATH MIDDLE	17	▲	■	17	▲	0	--
BRISTOL ELEM.	27	■	■	27	▲	0	--
CENTERVILLE MIDDLE	33	▲	■	34	▲	0	--
DONALD FRASER MEM	49	■	■	48	▲	0	--
FLORENCEVILLE ELEM	38	▲	▲	36	▲	0	--
JOHN CALDWELL	40	▲	■	14	▲	24	▲
JUNIPER ELEM.	5	●	▲	4	●	0	--
NEW DENMARK	16	■	Pilot	16	▲	0	--
ST. MARY'S ACADEMY	17	●	●	16	▲	0	--
DISTRICT 13	**312**	▲	▲	**262**	▲	**44**	■
JACQUET RIVER	21	●	●	21	▲	0	--
L E REINSBOROUGH	52	▲	Pilot	30	▲	21	▲
LORD BEAVERBROOK	68	▲	▲	24	▲	44	●
LORNE	10	■	■	10	■	0	--
TIDE HEAD	9	▲	▲	9	▲	0	--
DISTRICT 14	**134**	▲	▲	**94**	▲	**65**	●
BELLEDUNE	3	●	▲	3	●	0	--
CORONATION PARK	20	▲	Pilot	19	▲	0	--
JANEVILLE ELEM.	12	●	▲	12	●	0	--
MARY GOSNELL ELEM	18	▲	●	18	▲	0	--
PARKWOOD ELEM.	60	▲	▲	25	▲	35	▲
SOUTH BATHURST EL.	42	▲	▲	--	--	41	▲
DISTRICT 15	**145**	▲	▲	**77**	▲	**76**	▲
BLACKVILLE	43	●	●	41	▲	0	--
CROFT ELEM.	59	▲	■	20	▲	39	▲
GRETNA GREEN ELEM.	42	▲	▲	44	▲	0	--
HARCOURT	10	▲	●	10	▲	0	--
HARKINS ELEM.	40	▲	■	38	▲	0	--
IAN BAILLIE PRIMARY	55	●	▲	23	▲	30	●
MILLERTON ELEM/JR	23	●	●	23	●	0	--
MIRAMICHI RURAL	7	●	●	7	●	0	--
NAPAN ELEM.	13	▲	▲	13	▲	0	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
NELSON RURAL	31	▲	▲	30	▲	0	--
NORTH & SOUTH ESK E	49	●	▲	49	▲	0	--
REXTON ELEM.	76	▲	▲	76	▲	0	--
ST. ANDREWS ELEM.	31	●	Pilot	31	●	0	--
TABUSINTAC ELEM.	11	▲	▲	11	▲	0	--
DISTRICT 16	**474**	▲	▲	**416**	▲	**69**	●
ASSINIBOINE AVE.	39	▲	▲	38	▲	0	--
CAMBRIDGE-NARROWS	9	▲	▲	19	▲	0	--
CHIPMAN ELEM.	46	▲	▲	46	▲	0	--
COLES ISLAND	8	▲	●	7	▲	0	--
GAGETOWN	18	■	■	18	▲	0	--
GEARY ELEM.	19	▲	■	19	▲	0	--
GESNER STREET ELEM.	83	▲	▲	28	▲	54	●
HUBBARD AVE. ELEM.	28	●	●	27	●	0	--
LOWER LINCOLN	37	▲	▲	37	▲	0	--
MINTO ELEM/MIDDLE	56	▲	■	45	▲	11	▲
SUMMERHILL STREET	58	▲	Pilot	55	▲	0	--
SUNBURY WEST	37	▲	▲	37	▲	0	--
DISTRICT 17	**418**	▲	▲	**376**	▲	**65**	●
ALEXANDER GIBSON	69	▲	■	44	▲	25	●
BARKERS POINT	39	▲	▲	39	▲	0	--
CONNAUGHT STREET	42	▲	▲	13	▲	32	●
DOAKTOWN PRIMARY	18	▲	▲	18	▲	0	--
DOUGLAS	20	▲	▲	20	▲	0	--
GARDEN CREEK	70	▲	▲	37	●	32	▲
HARVEY ELEM.	36	▲	▲	19	▲	16	▲
KESWICK RIDGE	37	▲	Pilot	37	▲	0	--
KINGSCLEAR CONS.	10	●	●	10	●	0	--
LIVERPOOL STREET	48	●	●	22	●	25	●
MCADAM AVENUE	21	●	●	21	▲	0	--
MCADAM ELEM.	23	●	●	23	▲	0	--
MONTGOMERY ST.	25	●	●	25	●	0	--
NASHWAAKSIS MEM.	47	■	■	19	■	29	▲

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
ANDOVER ELEM.	70	▲	▲	41	▲	20	■
AROOSTOOK ELEM.	9	●	●	9	▲	0	--
BATH MIDDLE	17	▲	■	17	▲	0	--
BRISTOL ELEM.	27	■	■	27	▲	0	--
CENTERVILLE MIDDLE	33	▲	■	34	▲	0	--
DONALD FRASER MEM	49	■	■	48	▲	0	--
FLORENCEVILLE ELEM	38	▲	▲	36	▲	0	--
JOHN CALDWELL	40	▲	■	14	▲	24	▲
JUNIPER ELEM.	5	●	▲	4	●	0	--
NEW DENMARK	16	■	Pilot	16	▲	0	--
ST. MARY'S ACADEMY	17	●	●	16	▲	0	--
DISTRICT 13	**312**	▲	▲	**262**	▲	**44**	■
JACQUET RIVER	21	●	●	21	▲	0	--
L E REINSBOROUGH	52	▲	Pilot	30	▲	21	▲
LORD BEAVERBROOK	68	▲	▲	24	▲	44	●
LORNE	10	■	■	10	■	0	--
TIDE HEAD	9	▲	▲	9	▲	0	--
DISTRICT 14	**134**	▲	▲	**94**	▲	**65**	●
BELLEDUNE	3	●	▲	3	●	0	--
CORONATION PARK	20	▲	Pilot	19	▲	0	--
JANEVILLE ELEM.	12	●	▲	12	●	0	--
MARY GOSNELL ELEM	18	▲	●	18	▲	0	--
PARKWOOD ELEM.	60	▲	▲	25	▲	35	▲
SOUTH BATHURST EL.	42	▲	▲	--	--	41	▲
DISTRICT 15	**145**	▲	▲	**77**	▲	**76**	▲
BLACKVILLE	43	●	●	41	▲	0	--
CROFT ELEM.	59	▲	■	20	▲	39	▲
GRETNA GREEN ELEM.	42	▲	▲	44	▲	0	--
HARCOURT	10	▲	●	10	▲	0	--
HARKINS ELEM.	40	▲	■	38	▲	0	--
IAN BAILLIE PRIMARY	55	●	▲	23	▲	30	●
MILLERTON ELEM/JR	23	●	●	23	●	0	--
MIRAMICHI RURAL	7	●	●	7	●	0	--
NAPAN ELEM.	13	▲	▲	13	▲	0	--

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
NELSON RURAL	31	▲	▲	30	▲	0	--
NORTH & SOUTH ESK E	49	●	▲	49	▲	0	--
REXTON ELEM.	76	▲	▲	76	▲	0	--
ST. ANDREWS ELEM.	31	●	Pilot	31	●	0	--
TABUSINTAC ELEM.	11	▲	▲	11	▲	0	--
DISTRICT 16	**474**	▲	▲	**416**	▲	**69**	●
ASSINIBOINE AVE.	39	▲	▲	38	▲	0	--
CAMBRIDGE-NARROWS	19	▲	▲	19	▲	0	--
CHIPMAN ELEM.	46	▲	▲	46	▲	0	--
COLES ISLAND	8	▲	●	7	▲	0	--
GAGETOWN	18	■	■	18	▲	0	--
GEARY ELEM.	19	▲	■	19	▲	0	--
GESNER STREET ELEM.	83	▲	▲	28	▲	54	●
HUBBARD AVE. ELEM.	28	●	●	27	●	0	--
LOWER LINCOLN	37	▲	▲	37	▲	0	--
MINTO ELEM/MIDDLE	56	▲	■	45	▲	11	▲
SUMMERHILL STREET	58	▲	Pilot	55	▲	0	--
SUNBURY WEST	37	▲	▲	37	▲	0	--
DISTRICT 17	**418**	▲	▲	**376**	▲	**65**	●
ALEXANDER GIBSON	69	▲	■	44	▲	25	●
BARKERS POINT	39	▲	▲	39	▲	0	--
CONNAUGHT STREET	42	▲	▲	13	▲	32	●
DOAKTOWN PRIMARY	18	▲	▲	18	▲	0	--
DOUGLAS	20	▲	▲	20	▲	0	--
GARDEN CREEK	70	▲	▲	37	●	32	▲
HARVEY ELEM.	36	▲	▲	19	▲	16	▲
KESWICK RIDGE	37	▲	Pilot	37	▲	0	--
KINGSCLEAR CONS.	10	●	●	10	●	0	--
LIVERPOOL STREET	48	●	●	22	●	25	●
MCADAM AVENUE	21	●	●	21	▲	0	--
MCADAM ELEM.	23	●	●	23	▲	0	--
MONTGOMERY ST.	25	●	●	25	●	0	--
NASHWAAKSIS MEM.	47	■	■	19	■	29	▲

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
NEW MARYLAND	103	▲	▲	56	▲	43	▲
PARK STREET	60	●	●	36	●	24	●
PRIESTMAN STREET	86	▲	▲	54	▲	31	●
ROYAL ROAD	50	▲	▲	29	■	18	●
SOUTH DEVON	30	▲	▲	28	▲	0	--
STANLEY ELEM.	35	▲	▲	35	▲	0	--
TAYMOUTH	29	▲	■	26	▲	0	--
UPPER MIRAMICHI	25	▲	▲	24	▲	0	--
DISTRICT 18	**903**	▲	▲	**635**	▲	**275**	▲
PROVINCE	**5969**	▲	▲	**4721**	▲	**1456**	▲

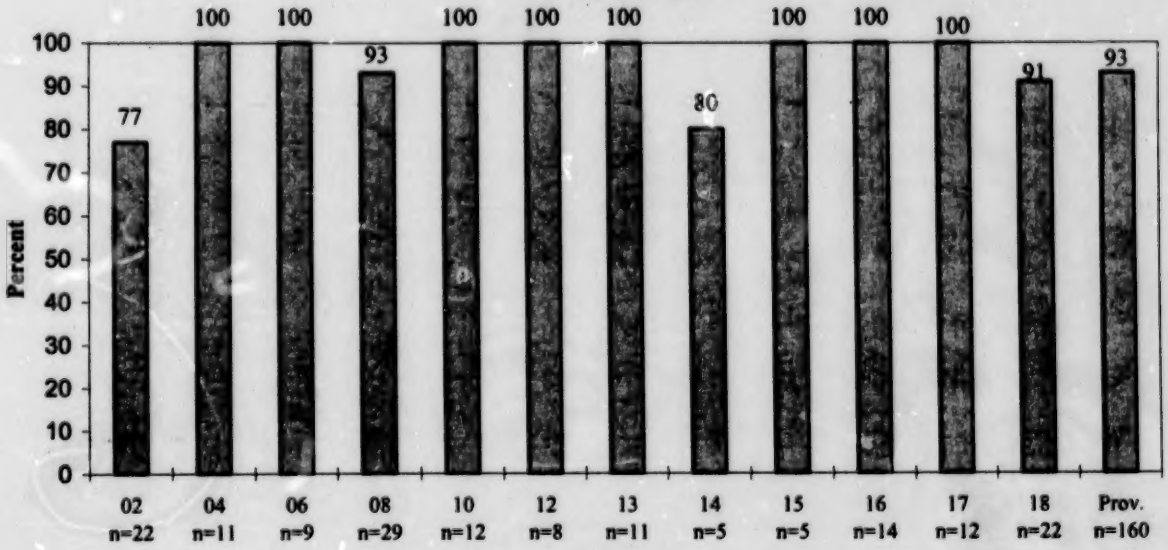
Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 3 1999-2000

School	No. of Students	Expectation Level: Math	Expectation Level: Science	No. of Students	Expectation Level: Reading English	No. of Students	Expectation Level: Reading - Immersion
NEW MARYLAND	103	▲	▲	56	▲	43	▲
PARK STREET	60	●	●	36	●	24	●
PRIESTMAN STREET	86	▲	▲	54	▲	31	●
ROYAL ROAD	50	▲	▲	29	■	18	●
SOUTH DEVON	30	▲	▲	28	▲	0	--
STANLEY ELEM.	35	▲	▲	35	▲	0	--
TAYMOUTH	29	▲	■	26	▲	0	--
UPPER MIRAMICHI	25	▲	▲	24	▲	0	--
DISTRICT 18	**903**	▲	▲	**635**	▲	**275**	▲
PROVINCE	**5969**	▲	▲	**4721**	▲	**1456**	▲

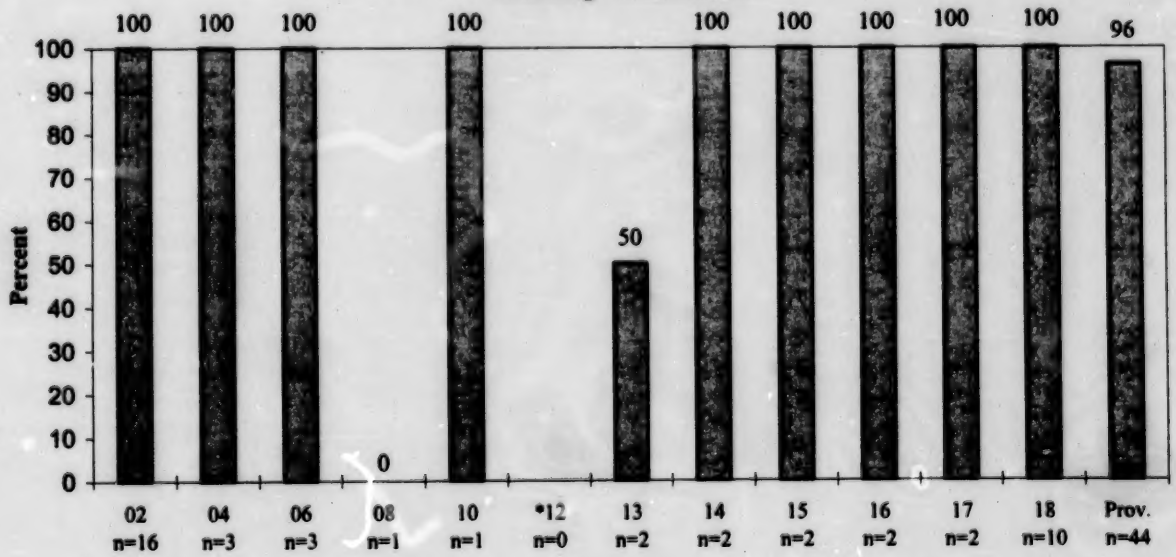
Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade Three 1999-2000
Percent of Schools Meeting or Exceeding Expectations
Reading - English



n = number of schools assessed in district

Provincial Assessment at Grade Three 1999-2000
Percent of Schools Meeting or Exceeding Expectations
Reading - Immersion



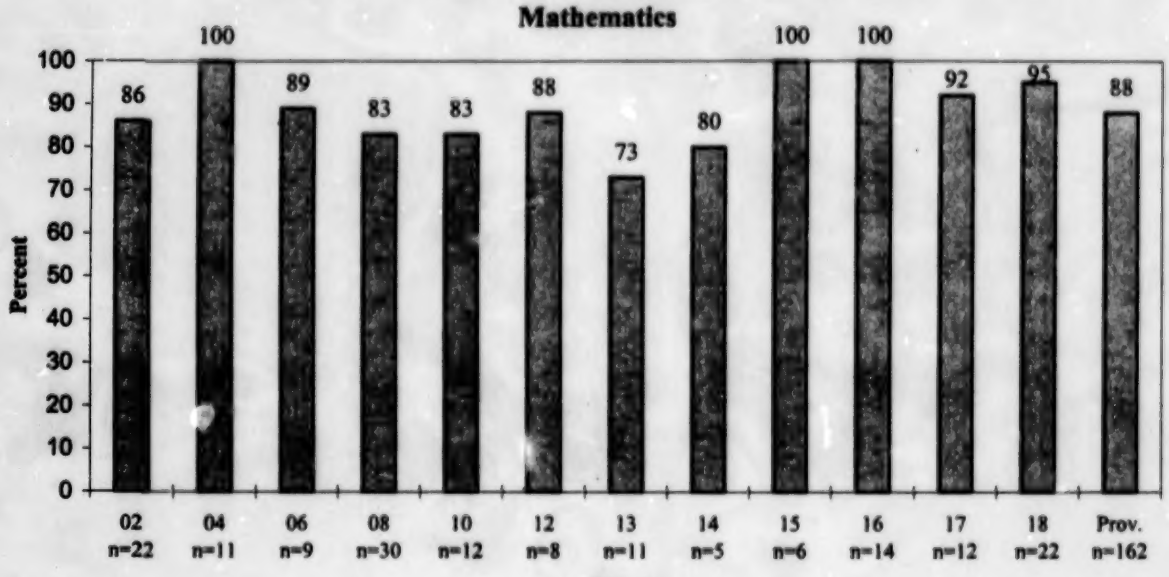
n = number of schools assessed in district

*No eligible students

Provincial Assessment at Grade Three 1999-2000

Percent of Schools Meeting or Exceeding Expectations

Mathematics

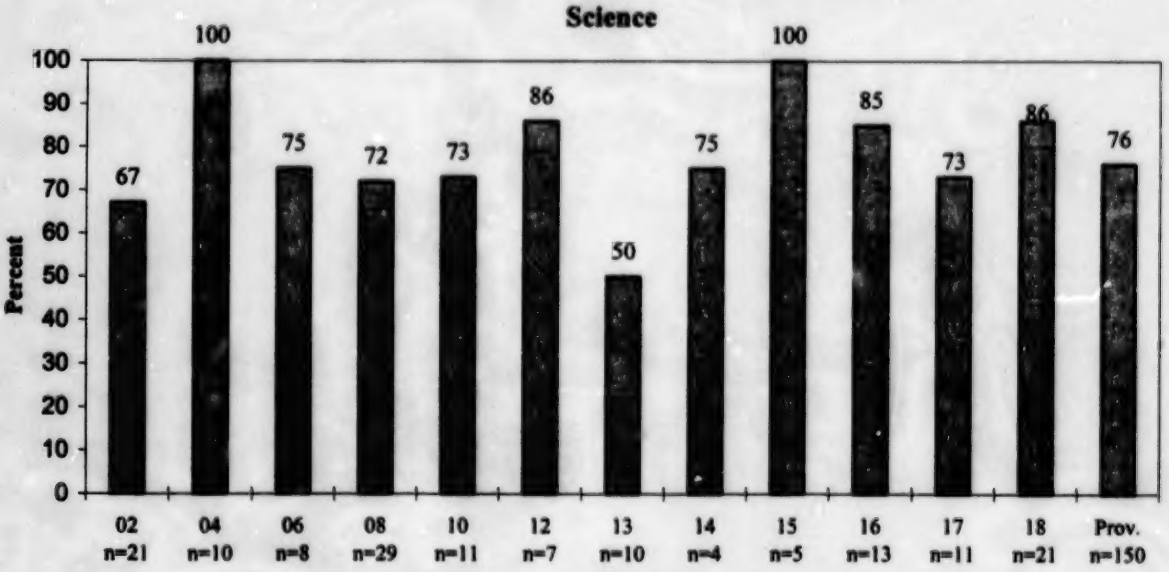


n = number of schools assessed in district

Provincial Assessment at Grade Three 1999-2000

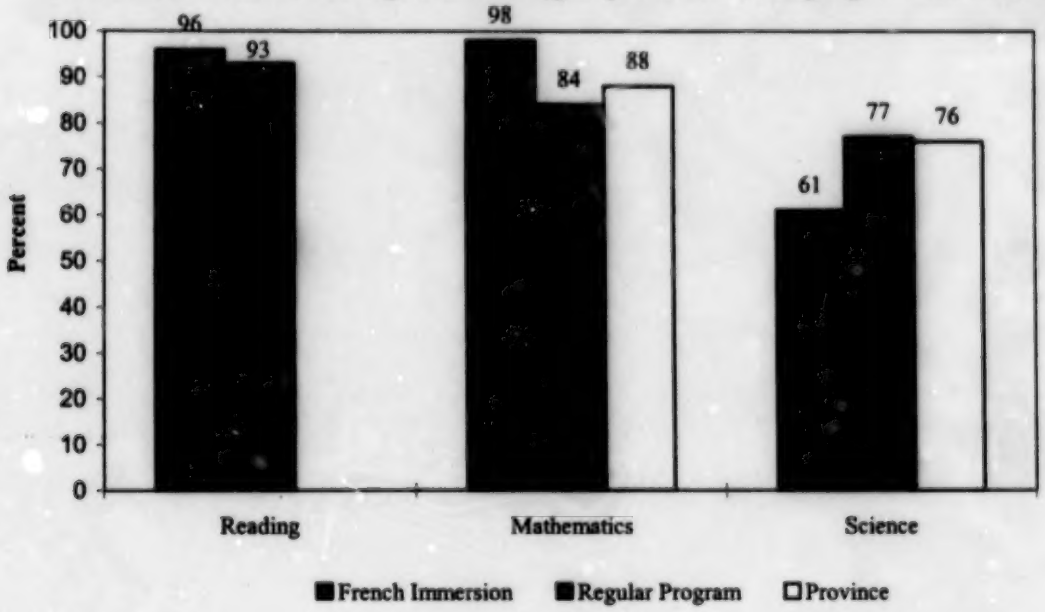
Percent of Schools Meeting or Exceeding Expectations

Science



n = number of schools assessed in district

Provincial Assessment at Grade Three 1999-2000
Percent of Schools Meeting or Exceeding Expectations - Language of Instruction



Provincial Assessment at Grade 5

Background

As the other half of the annual elementary testing program, the Provincial Assessment at Grade 5 was administered similarly in the spring, and highlighted student achievement at the end of six years of schooling. Students were tested in reading, writing, mathematics and science. Group results by school were reported with expectations levels again established by provincial elementary teachers and parents.

Findings

- Approximately 6300 students participated in the assessment. The exemption rate was 3.7%.
- Results in reading showed that 96% of schools met or exceeded expectations. The percentages were lower in mathematics and science: 76% and 74% respectively.
- For demand writing (Writing I), 52% of the students achieved acceptable or higher levels. They fared somewhat better on the longer writing task (Writing II), where 57% were at acceptable or higher.
- Gender differences were apparent with females performing somewhat better than males in reading (98% met or exceeded expectations compared to 92%) and mathematics (76% compared to 75%), and much better in Writing I (61% at acceptable or better compared to 43%) and Writing II (65% compared to 49%). Only in science were results better for males: 78% met or exceeded expectations compared to 67% for females.
- At the grade 5 level, 18% of the student population was enrolled in the French Immersion program and 82% in the English (regular) program.
- French Immersion classes outperformed English classes in mathematics, with 86% of French Immersion classes meeting or exceeding expectations compared to 74% for regular.
- Results in science and reading were not remarkably different for French Immersion and regular classes. In reading, 95% of French Immersion and 96% of regular classes met or exceeded expectations. In science, the percentages were 74 and 73 respectively.
- French Immersion students achieved considerably better writing results than those in regular classes: Writing I saw 59% of French Immersion students achieving acceptable or higher ratings while the figure was 50% for English classes; for Writing II, 63% of French Immersion students were at acceptable or higher as opposed to a 56% achievement rate for English students.

Follow-up

- The grade 5 results provide indicators to districts and schools about curricular areas which might need particular emphasis. Many schools, for example, are reviewing their delivery of mathematics, with assistance by mathematics mentors, in an effort to improve achievement.
- Schools are using the grade 5 assessment results, together with those of the Provincial Assessments at Grade 3, in the school improvement planning process.

Provincial Assessment at Grade 5 1999-2000

In reading the following chart, you can see that at Bessborough, 42 students participated in the Provincial Assessment at Grade 5. The school met expectations in mathematics, science, and reading. For Writing I, 67% of the students achieved an acceptable or better rating and the percentage was 69% for Writing II.

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
BEAVERBROOK	42	■	■	■	17	22
BESSBOROUGH	42	▲	▲	▲	67	69
BIRCHMOUNT	72	▲	▲	▲	49	46
CLAUDE D. TAYLOR	78	▲	▲	▲	68	70
DORCHESTER CONS.	14	▲	▲	▲	62	46
EDITH CAVELL	35	▲	■	▲	46	46
EVERGREEN PARK	88	▲	Pilot	▲	58	61
FRANK L. BOWSER	58	▲	▲	▲	64	60
GUNNINGSVILLE	40	▲	▲	▲	50	60
HILLCREST	54	▲	▲	▲	39	52
LEWISVILLE MIDDLE	84	▲	▲	▲	46	49
LOU MACNARIN	43	■	■	▲	45	50
LOWER COVERDALE	15	▲	▲	▲	47	67
MAGNETIC HILL	51	▲	■	▲	43	51
MARSHVIEW MIDDLE	80	▲	▲	▲	48	56
MOUNTAIN VIEW	17	▲	▲	▲	35	47
PORT ELGIN REG.	35	■	▲	▲	26	43
QUEEN ELIZABETH	40	▲	▲	▲	49	42
SHEDIAC CAPE	25	■	▲	■	25	32
SUNNY BRAE MIDDLE	73	▲	▲	▲	48	62
WEST RIVERVIEW	70	■	▲	▲	39	44
DISTRICT 02	**1038**	▲	▲	▲	**48**	**53**
ALMA CONSOLIDATED	5	▲	■	▲	0	0
APOHAQUI	24	▲	■	▲	17	46
ELGIN ELEMENTARY	11	▲	▲	▲	100	91
HAVELOCK	26	▲	Pilot	▲	27	42
HILLSBOROUGH ELEM.	39	▲	▲	▲	62	74
JMA ARMSTRONG	84	■	▲	▲	31	49
NORTON ELEM.	19	▲	▲	▲	42	47
PETITCODIAC REG.	39	▲	▲	▲	64	64
RIVERSIDE CONS.	11	▲	■	▲	46	36
SUSSEX CORNER ELEM	68	▲	▲	▲	49	53

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 1999-2000

In reading the following chart, you can see that at Bessborough, 42 students participated in the Provincial Assessment at Grade 5. The school met expectations in mathematics, science, and reading. For Writing I, 67% of the students achieved an acceptable or better rating and the percentage was 69% for Writing II.

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		Math	Science	Reading	Writing I	Writing II
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BESSBOROUGH	42	▲	▲	▲	67	69
BIRCHMOUNT	72	▲	▲	▲	49	46
CLAUDE D. TAYLOR	78	▲	▲	▲	68	70
DORCHESTER CONS.	14	▲	▲	▲	62	46
EDITH CAVELL	35	▲	■	▲	46	46
EVERGREEN PARK	88	▲	Pilot	▲	58	61
FRANK L. BOWSER	58	▲	▲	▲	64	60
GUNNINGSVILLE	40	▲	▲	▲	50	60
HILLCREST	54	▲	▲	▲	39	52
LEWISVILLE MIDDLE	84	▲	▲	▲	46	49
LOU MACNARIN	43	■	■	▲	45	50
LOWER COVERDALE	15	▲	▲	▲	47	67
MAGNETIC HILL	51	▲	■	▲	43	51
MARSHVIEW MIDDLE	80	▲	▲	▲	48	56
MOUNTAIN VIEW	17	▲	▲	▲	35	47
PORT ELGIN REG.	35	■	▲	▲	26	43
QUEEN ELIZABETH	40	▲	▲	▲	49	42
SHEDIAC CAPE	25	■	▲	■	25	32
SUNNY BRAE MIDDLE	73	▲	▲	▲	48	62
WEST RIVERVIEW	70	■	▲	▲	39	44
DISTRICT 02	**1038**	▲	▲	▲	**48**	**53**
ALMA CONSOLIDATED	5	▲	■	▲	0	0
APOHAQUI	24	▲	■	▲	17	46
ELGIN ELEMENTARY	11	▲	▲	▲	100	91
HAVELOCK	26	▲	Pilot	▲	27	42
HILLSBOROUGH ELEM.	39	▲	▲	▲	62	74
JMA ARMSTRONG	84	■	▲	▲	31	49
NORTON ELEM.	19	▲	▲	▲	42	47
PETITCODIAC REG.	39	▲	▲	▲	64	64
RIVERSIDE CONS.	11	▲	■	▲	46	36
SUSSEX CORNER ELEM	68	▲	▲	▲	49	53

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 1999-2000

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
SUSSEX ELEMENTARY	110	▲	▲	▲	56	56
DISTRICT 04	**430**	▲	▲	▲	**47**	**55**
BELLEISLE ELEM.	34	▲	▲	▲	38	47
FAIRVALE	79	▲	▲	▲	70	75
HAMMOND RIVER VAL	28	■	■	▲	54	46
HAMPTON ELEM.	110	■	▲	▲	41	58
KENNEBECASIS PARK	34	▲	▲	▲	79	79
LAKEFIELD ELEM.	103	▲	▲	▲	76	78
MACDONALD CONS.	41	■	▲	▲	27	46
QUISPAMSIS ELEM.	71	▲	▲	▲	53	66
ROTHESAY ELEM.	86	▲	Pilot	▲	56	65
DISTRICT 06	**568**	▲	▲	▲	**56**	**65**
BARNHILL MEMORIAL	30	▲	▲	▲	80	87
BAYVIEW	41	▲	Pilot	▲	51	54
BROWNS' FLAT	16	▲	▲	▲	44	81
CENTENNIAL	41	■	■	▲	29	39
CHAMPLAIN HEIGHTS	37	▲	▲	▲	51	54
EAST SAINT JOHN	28	■	▲	▲	54	57
FOREST HILLS ELEM.	76	■	■	▲	32	42
FUNDY SHORES	15	■	▲	▲	33	47
GLEN FALLS	31	■	▲	▲	84	68
GRANDVIEW AVENUE	24	■	■	▲	40	44
HAVELOCK	22	▲	▲	▲	36	50
HAZEN WHITE-ST. FRA.	20	▲	▲	▲	80	75
HOLY TRINITY	14	▲	■	▲	36	29
INGLEWOOD	42	▲	▲	▲	74	73
ISLAND VIEW	62	▲	▲	▲	73	86
LAKEWOOD	27	▲	▲	▲	78	52
LAKEWOOD HEIGHTS	23	▲	▲	▲	26	61
LATIMORE LAKE	6	▲	▲	▲	83	100
LOCH LOMOND	76	■	■	▲	43	37
M. GERALD TEED MEM	39	▲	▲	▲	64	54
MILLIDGEVILLE N.	64	▲	■	▲	80	81
MORNA HEIGHTS	20	▲	▲	▲	55	55
PRINCE CHARLES	24	■	■	■	17	9

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 1999-2000

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
PRINCESS ELIZABETH	42	■	■	▲	36	45
SEAWOOD	22	■	■	▲	59	73
ST. JOHN THE BAPTIST	33	▲	▲	▲	42	47
ST. MARTINS	15	▲	▲	▲	40	27
ST. PATRICK'S	62	▲	▲	▲	50	57
ST. ROSE	43	▲	▲	▲	40	54
WESTFIELD	68	■	■	▲	32	35
DISTRICT 08	**1053**	▲	▲	▲	**51**	**55**
BACK BAY	14	▲	■	▲	43	50
BLACKS HARBOUR	42	▲	▲	▲	55	52
CAMPOBELLO ISLAND	14	▲	▲	▲	57	57
DEER ISLAND CONS.	9	▲	▲	▲	67	67
GRAND MANAN COM	33	▲	▲	▲	79	70
LAWRENCE STATION	10	■	■	▲	20	60
MILLTOWN ELEM.	38	▲	▲	▲	53	45
ST. GEORGE ELEM.	47	■	■	▲	26	48
ST. STEPHEN ELEM.	99	▲	▲	▲	59	60
VINCENT MASSEY EL.	30	▲	Pilot	▲	67	67
WHITE HEAD ELEM.	1	▲	●	▲	100	100
DISTRICT 10	**331**	▲	▲	▲	**54**	**57**
CANTERBURY HIGH	23	▲	▲	▲	61	55
CENTRAL CARLETON	56	▲	▲	▲	52	54
DEBEC ELEM.	18	▲	▲	▲	56	61
KESWICK VALLEY	32	▲	■	▲	39	53
MILLVILLE ELEM.	10	▲	■	▲	20	60
NACKAWIC ELEM.	62	▲	▲	▲	43	57
SOUTHERN CARLETON	69	▲	▲	▲	54	59
WOODSTOCK CENT.	84	▲	Pilot	▲	63	61
DISTRICT 12	**336**	▲	▲	▲	**52**	**58**
ANDOVER ELEM.	82	▲	▲	▲	37	35
AROOSTOOK ELEM.	14	▲	▲	▲	43	57
BATH MIDDLE	38	■	■	▲	40	47
BRISTOL ELEM.	23	▲	▲	▲	74	78
CENTERVILLE MIDDLE	28	■	■	▲	48	54
DONALD FRASER MEM	46	■	■	▲	30	48

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 1999-2000

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		Math	Science	Reading	Writing I	Writing II
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DISTRICT 04	**430**	▲	▲	▲	**47**	**55**
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HAMPTON ELEM.	110	■	▲	▲	41	58
KENNEBECASIS PARK	34	▲	▲	▲	79	79
LAKEFIELD ELEM.	103	▲	▲	▲	76	78
MACDONALD CONS.	41	■	▲	▲	27	46
QUISPAMSIS ELEM.	71	▲	▲	▲	53	66
ROTHESAY ELEM.	86	▲	Pilot	▲	56	65
DISTRICT 06	**568**	▲	▲	▲	**56**	**65**
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BAYVIEW	41	▲	Pilot	▲	51	54
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CENTENNIAL	41	■	■	▲	29	39
CHAMPLAIN HEIGHTS	37	▲	▲	▲	51	54
EAST SAINT JOHN	28	■	▲	▲	54	57
FOREST HILLS ELEM.	76	■	■	▲	32	42
FUNDY SHORES	15	■	▲	▲	33	47
GLEN FALLS	31	■	▲	▲	84	68
GRANDVIEW AVENUE	24	■	■	▲	40	44
HAVELOCK	22	▲	▲	▲	36	50
HAZEN WHITE-ST. FRA.	20	▲	▲	▲	80	75
HOLY TRINITY	14	▲	■	▲	36	29
INGLEWOOD	42	▲	▲	▲	74	73
ISLAND VIEW	62	▲	▲	▲	73	86
LAKEWOOD	27	▲	▲	▲	78	52
LAKEWOOD HEIGHTS	23	▲	▲	▲	26	61
LATIMORE LAKE	6	▲	▲	▲	83	100
LOCH LOMOND	76	■	■	▲	43	37
M. GERALD TEED MEM	39	▲	▲	▲	64	54
MILLIDGEVILLE N.	64	▲	■	▲	80	81
MORNA HEIGHTS	20	▲	▲	▲	55	55
PRINCE CHARLES	24	■	■	■	17	9

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Provincial Assessment at Grade 5 1999-2000

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		Math	Science	Reading	Writing I	Writing II
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SEAWOOD	22	■	■	▲	59	73
ST. JOHN THE BAPTIST	33	▲	▲	▲	42	47
ST. MARTINS	15	▲	▲	▲	40	27
ST. PATRICK'S	62	▲	▲	▲	50	57
ST. ROSE	43	▲	▲	▲	40	54
WESTFIELD	68	■	■	▲	32	35
DISTRICT 08	**1053**	▲	▲	▲	**51**	**55**
BACK BAY	14	▲	■	▲	43	50
BLACKS HARBOUR	42	▲	▲	▲	55	52
CAMPOBELLO ISLAND	14	▲	▲	▲	57	57
DEER ISLAND CONS.	9	▲	▲	▲	67	67
GRAND MANAN COM	33	▲	▲	▲	79	70
LAWRENCE STATION	10	■	■	▲	20	60
MILLTOWN ELEM.	38	▲	▲	▲	53	45
ST. GEORGE ELEM.	47	■	■	▲	26	48
ST. STEPHEN ELEM.	99	▲	▲	▲	59	60
VINCENT MASSEY EL.	30	▲	Pilot	▲	67	67
WHITE HEAD ELEM.	1	▲	●	▲	100	100
DISTRICT 10	**331**	▲	▲	▲	**54**	**57**
CANTERBURY HIGH	23	▲	▲	▲	61	55
CENTRAL CARLETON	56	▲	▲	▲	52	54
DEBEC ELEM.	18	▲	▲	▲	56	61
KESWICK VALLEY	32	▲	■	▲	39	53
MILLVILLE ELEM.	10	▲	■	▲	20	60
NACKAWIC ELEM.	62	▲	▲	▲	43	57
SOUTHERN CARLETON	69	▲	▲	▲	54	59
WOODSTOCK CENT.	84	▲	Pilot	▲	63	61
DISTRICT 13	**336**	▲	▲	▲	**52**	**58**
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CENTERVILLE MIDDLE	28	■	■	▲	48	54
DONALD FRASER MEM	46	■	■	▲	30	48

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 1999-2000

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
FLORENCEVILLE EL.	40	▲	▲	▲	53	50
JOHN CALDWELL	40	▲	■	■	39	50
JUNIPER ELEM.	5	▲	▲	▲	60	80
NEW DENMARK	14	■	Pilot	▲	43	50
ST. MARY'S ACADEMY	17	▲	▲	▲	12	53
DISTRICT 13	**344**	▲	▲	▲	**41**	**49**
CAMPBELLTON MID.	54	▲	▲	▲	50	50
JACQUET RIVER	34	▲	▲	▲	85	82
L E REINSBOROUGH	46	▲	Pilot	▲	50	61
LORNE	9	■	▲	▲	22	44
TIDE HEAD	3	▲	■	▲	33	67
DISTRICT 14	**137**	▲	▲	▲	**56**	**61**
BELLEDUNE	4	▲	▲	▲	100	75
CORONATION PARK	42	▲	Pilot	▲	50	60
JANEVILLE ELEM.	11	▲	▲	▲	64	73
PARKWOOD ELEM.	55	▲	■	▲	40	47
SOUTH BATHURST EL.	51	▲	▲	▲	69	67
DISTRICT 15	**154**	▲	▲	▲	**55**	**59**
BLACKVILLE	35	▲	▲	▲	68	63
CROFT ELEM.	61	▲	▲	▲	69	66
GRETNA GREEN ELEM.	58	▲	▲	▲	45	60
HARCOURT	8	▲	■	▲	38	25
HARKINS ELEM.	51	■	▲	▲	41	47
MILLERTON ELEM/JR	23	▲	▲	▲	59	55
MIRAMICHI RURAL	8	▲	▲	▲	38	50
NAPAN ELEM.	13	▲	■	▲	39	69
NELSON RURAL	38	▲	■	▲	55	61
NORTH & SOUTH ESK	41	▲	▲	▲	51	61
REXTON ELEM.	69	▲	▲	▲	38	46
ST. ANDREWS ELEM.	100	▲	Pilot	▲	60	59
TABUSINTAC ELEM.	11	■	▲	▲	64	46
DISTRICT 16	**496**	▲	▲	▲	**53**	**57**
ASSINIBOINE AVE.	35	■	▲	▲	43	53
CAMBRIDGE-NARROWS	13	■	■	▲	58	58

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 1999-2000

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
CHIPMAN ELEM.	38	■	▲	▲	63	68
COLES ISLAND	11	▲	▲	▲	55	64
GAGETOWN	16	▲	▲	▲	56	69
GEARY ELEM.	24	▲	▲	▲	39	52
GESNER ST. ELEM.	69	▲	▲	▲	66	63
HUBBARD AVE. ELEM.	22	▲	▲	▲	55	68
LOWER LINCOLN	27	▲	▲	▲	23	48
MINTO ELEM/MIDDLE	58	▲	▲	▲	50	53
SUMMERHILL STREET	55	■	Pilot	▲	35	47
SUNBURY WEST	44	▲	▲	▲	48	46
DISTRICT 17	**480**	▲	▲	▲	**50**	**56**
ALEXANDER GIBSON	57	▲	▲	▲	60	72
BARKERS POINT	29	▲	▲	▲	72	69
CONNAUGHT STREET	50	▲	▲	▲	54	66
DOAKTOWN CONS.	15	■	▲	▲	33	33
DOUGLAS	15	▲	▲	▲	80	73
GARDEN CREEK	54	▲	▲	▲	70	74
HARVEY ELEM.	43	▲	▲	▲	42	44
KESWICK RIDGE	21	▲	Pilot	▲	48	62
KINGSCLEAR CONS.	23	▲	▲	▲	96	100
LIVERPOOL STREET	56	▲	▲	▲	67	61
MCADAM AVENUE	27	▲	■	▲	30	41
MCADAM ELEM.	21	▲	▲	▲	62	67
MONTGOMERY ST.	28	▲	▲	▲	79	79
NASHWAAKSIS MEM.	14	■	■	■	29	43
NEW MARYLAND	87	▲	▲	▲	54	64
PARK STREET	72	▲	▲	▲	58	53
PRIESTMAN STREET	66	▲	▲	▲	62	73
ROYAL ROAD	61	▲	▲	▲	62	57
SOUTH DEVON	40	▲	▲	▲	40	61
STANLEY ELEM.	32	▲	▲	▲	84	72
TAYMOUTH	14	▲	▲	▲	77	71
UPPER MIRAMICHI	27	▲	▲	▲	62	58
DISTRICT 18	**846**	▲	▲	▲	**60**	**64**
PROVINCE	**6191**	▲	▲	▲	**52**	**57**

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 1999-2000

School	No. of Students	Expectation Level: Math	Science	Reading	% Acceptable or Above: Writing I	Writing II
FLORENCEVILLE EL.	40	▲	▲	▲	53	50
JOHN CALDWELL	40	▲	■	■	39	50
JUNIPER ELEM.	5	▲	▲	▲	60	80
NEW DENMARK	14	■	Pilot	▲	43	50
ST. MARY'S ACADEMY	17	▲	▲	▲	12	53
DISTRICT 13	**344**	▲	▲	▲	**41**	**49**
CAMPBELLTON MID.	54	▲	▲	▲	50	50
JACQUET RIVER	34	▲	▲	▲	85	82
L E REINSBOROUGH	46	▲	Pilot	▲	50	61
LORNE	9	■	▲	▲	22	44
TIDE HEAD	3	▲	■	▲	33	67
DISTRICT 14	**137**	▲	▲	▲	**56**	**61**
BELLEDUNE	4	▲	▲	▲	100	75
CORONATION PARK	42	▲	Pilot	▲	50	60
JANEVILLE ELEM.	11	▲	▲	▲	64	73
PARKWOOD ELEM.	55	▲	■	▲	40	47
SOUTH BATHURST EL.	51	▲	▲	▲	69	67
DISTRICT 15	**154**	▲	▲	▲	**55**	**59**
BLACKVILLE	35	▲	▲	▲	68	63
CROFT ELEM.	61	▲	▲	▲	69	66
GRETNA GREEN ELEM.	58	▲	▲	▲	45	60
HARCOURT	8	▲	■	▲	38	25
HARKINS ELEM.	51	■	▲	▲	41	47
MILLERTON ELEM/JR	23	▲	▲	▲	59	55
MIRAMICHI RURAL	8	▲	▲	▲	38	50
NAPAN ELEM.	13	▲	■	▲	39	69
NELSON RURAL	38	▲	■	▲	55	61
NORTH & SOUTH ESK	41	▲	▲	▲	51	61
REXTON ELEM.	69	▲	▲	▲	38	46
ST. ANDREWS ELEM.	100	▲	Pilot	▲	60	59
TABUSINTAC ELEM.	11	■	▲	▲	64	46
DISTRICT 16	**496**	▲	▲	▲	**53**	**57**
ASSINIBOINE AVE.	35	■	▲	▲	43	53
CAMBRIDGE-NARROWS	13	■	■	▲	58	58

Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade 5 1999-2000

School	No. of Students	Expectation Level			% Acceptable or Above	
		Math	Science	Reading	Writing I	Writing II
CHIPMAN ELEM.	38	■	▲	▲	63	68
COLES ISLAND	11	▲	▲	▲	55	64
GAGETOWN	16	▲	▲	▲	56	69
GEARY ELEM.	74	▲	▲	▲	39	52
GESNER ST. ELEM.	69	▲	▲	▲	66	63
HUBBARD AVE. ELEM.	22	▲	▲	▲	55	68
LOWER LINCOLN	27	▲	▲	▲	23	48
MINTO ELEM/MIDDLE	58	▲	▲	▲	50	53
SUMMERHILL STREET	55	■	Pilot	▲	35	47
SUNBURY WEST	44	▲	▲	▲	48	46
DISTRICT 17	**400**	▲	▲	▲	**50**	**56**
ALEXANDER GIBSON	57	▲	▲	▲	60	72
BARKERS POINT	29	▲	▲	▲	72	69
CONNAUGHT STREET	50	▲	▲	▲	54	66
DOAKTOWN CONS.	15	■	▲	▲	33	33
DOUGLAS	15	▲	▲	▲	80	73
GARDEN CREEK	54	▲	▲	▲	70	74
HARVEY ELEM.	43	▲	▲	▲	42	44
KESWICK RIDGE	21	▲	Pilot	▲	48	62
KINGSCLEAR CONS.	23	▲	▲	▲	96	100
LIVERPOOL STREET	56	▲	▲	▲	67	61
MCADAM AVENUE	27	▲	■	▲	30	41
MCADAM ELEM.	21	▲	▲	▲	62	67
MONTGOMERY ST.	28	▲	▲	▲	79	79
NASHWAAKSIS MEM.	14	■	■	■	29	43
NEW MARYLAND	87	▲	▲	▲	54	64
PARK STREET	72	▲	▲	▲	58	53
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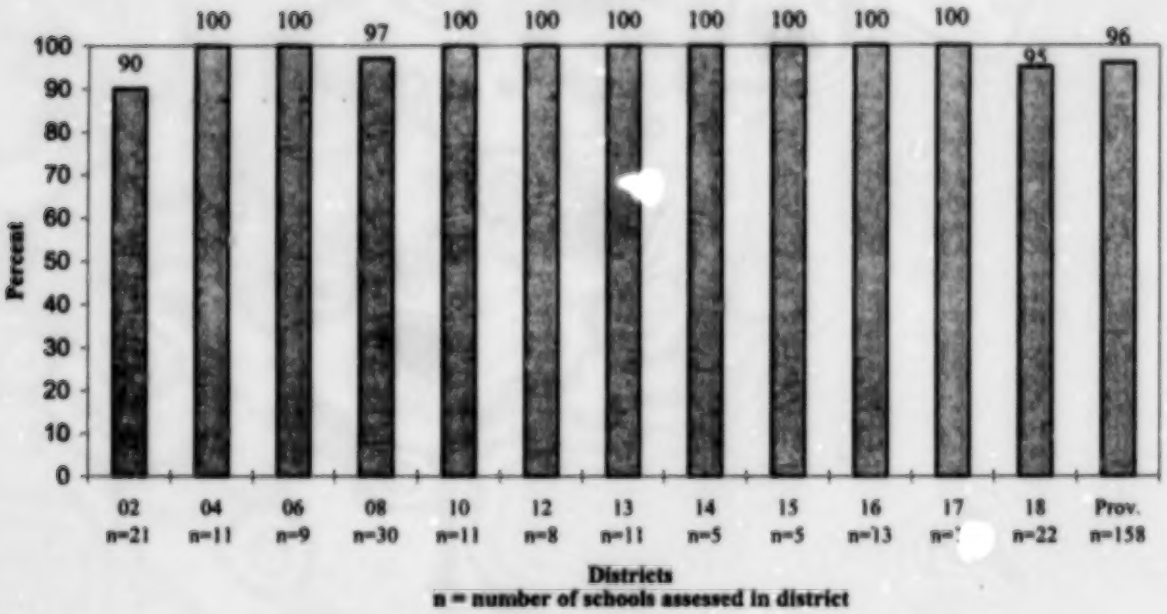
Expectation Level: ■ = Below Expectations ▲ = Meets Expectations ● = Exceeds Expectations

Provincial Assessment at Grade Five 1999-2000

Percent of Schools Meeting or Exceeding Expectations

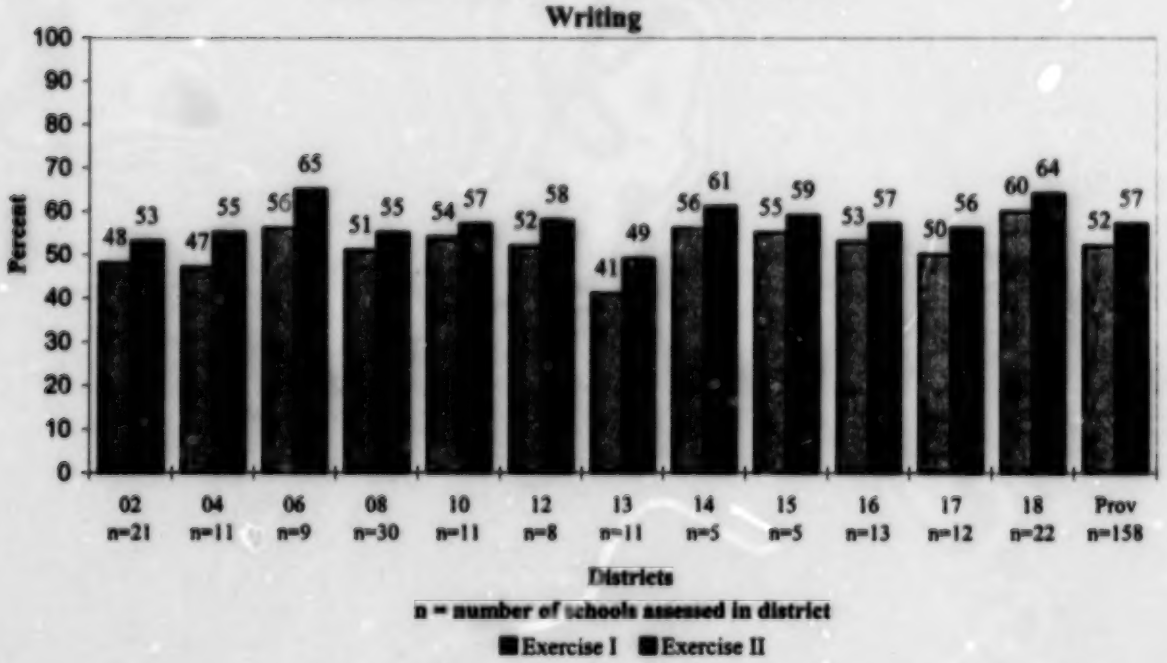
Reading



Provincial Assessment at Grade Five 1999-2000

Percent of Schools at Acceptable or Higher

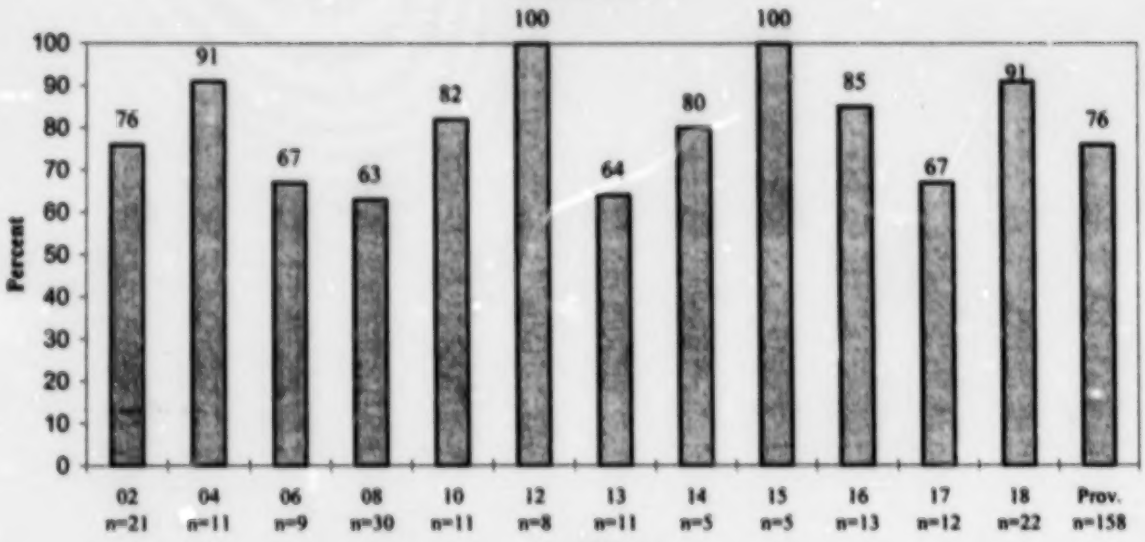
Writing



Provincial Assessment at Grade Five 1999-2000

Percent of Schools Meeting or Exceeding Expectations

Mathematics

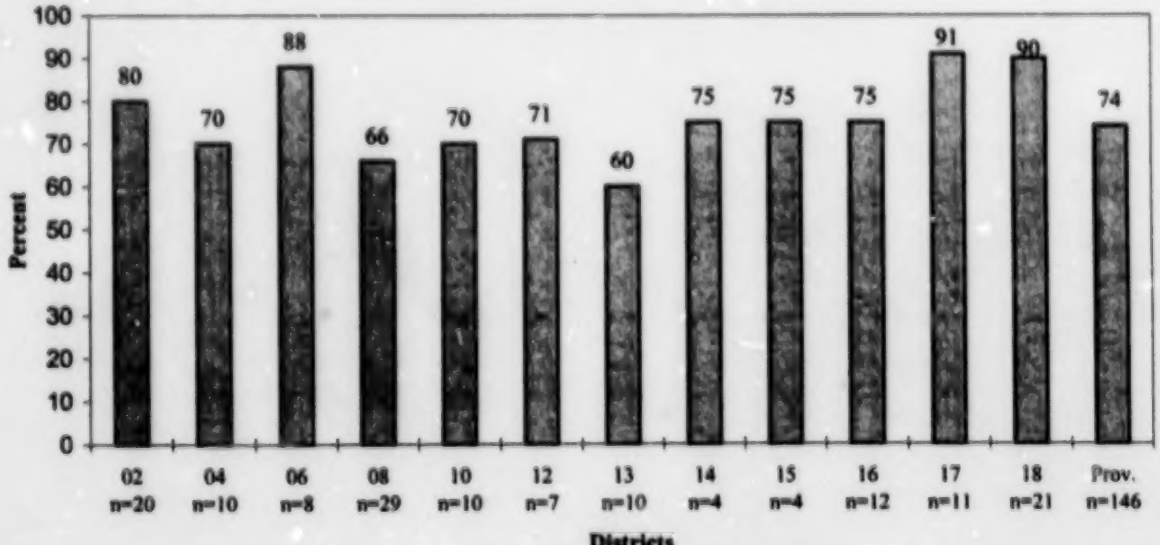


n = number of schools assessed in district

Provincial Assessment at Grade Five 1999-2000

Percent of Schools Meeting or Exceeding Expectations

Science



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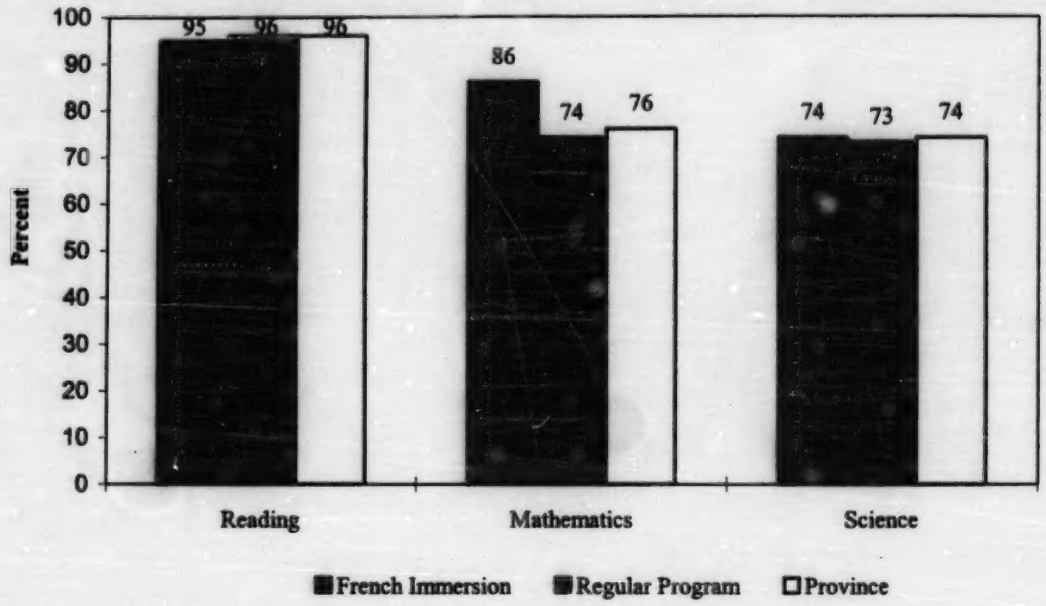
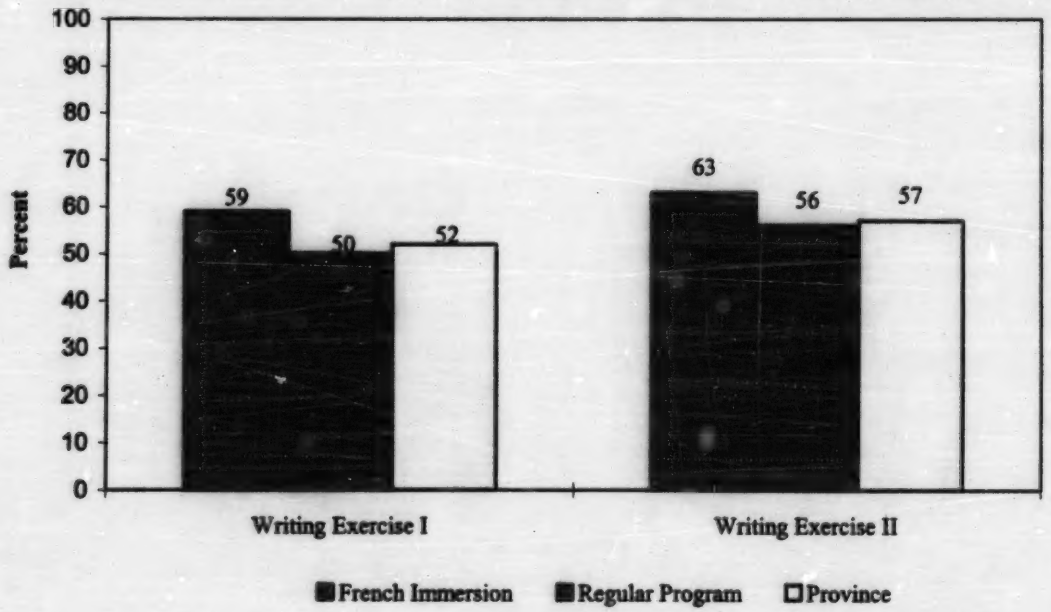
Provincial Assessment at Grade Five 1999-2000
Percent of Schools Meeting or Exceeding Expectations - Language of Instruction



Provincial Assessment at Grade Five 1999-2000
Percent of Schools Meeting or Exceeding Expectations - Language of Instruction



FRENCH SECOND LANGUAGE ASSESSMENT AT GRADE 6

Anglophone School Districts

French Second Language Assessment at Grade 6

Background

A reading and writing assessment for early (grade 1 entry) and middle (grade 4 entry) French Immersion students was administered for the third time in April 2000 to grade 6 students. This annual program assessment is designed to look at student achievement in French as a second language.

The reading assessment consisted of several passages of prose and poetry each with a series of multiple choice questions designed to reveal reading comprehension. The passages included a range of age-appropriate materials which students might encounter in the classroom as well as during extra-curricular pursuits. Writing was assessed by one required task which was marked by two trained scorers.

Findings

- About 1170 students participated in this assessment. Of these, 660 were female, 517 male.
- Sixty-five percent of the students achieved a level of acceptable or better in reading, the same as in 1999. Fifty-nine percent reached at least acceptable in writing while results were 66% previously.
- Females outperformed males, with 68% of the females at acceptable or better in reading compared to 61% of the males; in writing, the figures were 67% for females and 49% for males.

Follow-up

- Results of the assessment were reported to the school and district levels.
- Results from this annual FSL assessment provide schools and districts an indicator of achievement with respect to French Immersion programs.

French Second Language Assessment at Grade 6 - 1999-2000

In reading the following chart, you can see that 17 students at Beaverbrook School participated in the French Second Language Assessment at Grade 6 in April of 2000. Forty-one percent of these students performed at acceptable or better levels on the Reading component, and 29% performed at those levels on the writing portion.

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE	
		READING	WRITING
BEAVERBROOK	17	41	29
BESSBOROUGH	33	88	88
BIRCHMOUNT	33	76	64
EDITH CAVELL	11	55	18
EVERGREEN PARK	46	78	78
HILLCREST	20	65	60
LEWISVILLE MIDDLE	31	94	74
LOU MACNARIN	20	50	55
MAGNETIC HILL	19	84	79
MARSHVIEW MIDDLE	36	58	67
QUEEN ELIZABETH	21	100	48
RIVERVIEW MIDDLE	114	63	57
SHEDIAC CAPE	16	56	69
SUNNY BRAE MIDDLE	36	53	58
DISTRICT 02	453	69	63
HAVELOCK	8	75	50
JMA ARMSTRONG	45	38	42
PETITCODIAC REG.	28	29	43
SUSSEX MIDDLE	43	51	40
DISTRICT 04	124	43	42
HAMPTON MIDDLE	14	79	86
HARRY MILLER MIDDLE	19	68	63
QUISPAMSIS MIDDLE	24	83	58
DISTRICT 06	57	77	67
MILLIDGEVILLE NORTH	45	76	78
DISTRICT 08	45	76	78

French Second Language Assessment at Grade 6 - 1999-2000

In reading the following chart, you can see that 17 students at Beaverbrook School participated in the French Second Language Assessment at Grade 6 in April of 2000. Forty-one percent of these students performed at acceptable or better levels on the Reading component, and 29% performed at those levels on the writing portion.

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DISTRICT 06	**57**	**77**	**67**
MILLIDGEVILLE NORTH	45	76	78
DISTRICT 08	**45**	**76**	**78**

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE	
		READING	WRITING
DISTRICT 10*			
DISTRICT 12*			
JOHN CALDWELL	22	73	68
DISTRICT 13	**22**	**73**	**68**
CAMPBELLTON MIDDLE	42	71	52
DALHOUSIE MIDDLE	20	85	85
DISTRICT 14	**62**	**76**	**63**
SUPERIOR MIDDLE	64	64	47
DISTRICT 15	**64**	**64**	**47**
DR. LOSIER MIDDLE	26	42	62
HARKINS MIDDLE	31	81	65
DISTRICT 16	**57**	**63**	**63**
MINTO ELEM/MIDDLE	17	47	53
DISTRICT 17	**17**	**47**	**53**
GEORGE STREET MIDDLE	168	69	68
NASHWAAKSIS MIDDLE	108	54	43
DISTRICT 18	**276**	**63**	**58**
PROVINCE	**1177**	**65**	**59**

***No eligible students.**

SCHOOL	NO. OF STUDENTS	% ACCEPTABLE OR ABOVE	
		READING	WRITING
DISTRICT 10*			
DISTRICT 12*			
JOHN CALDWELL	22	73	68
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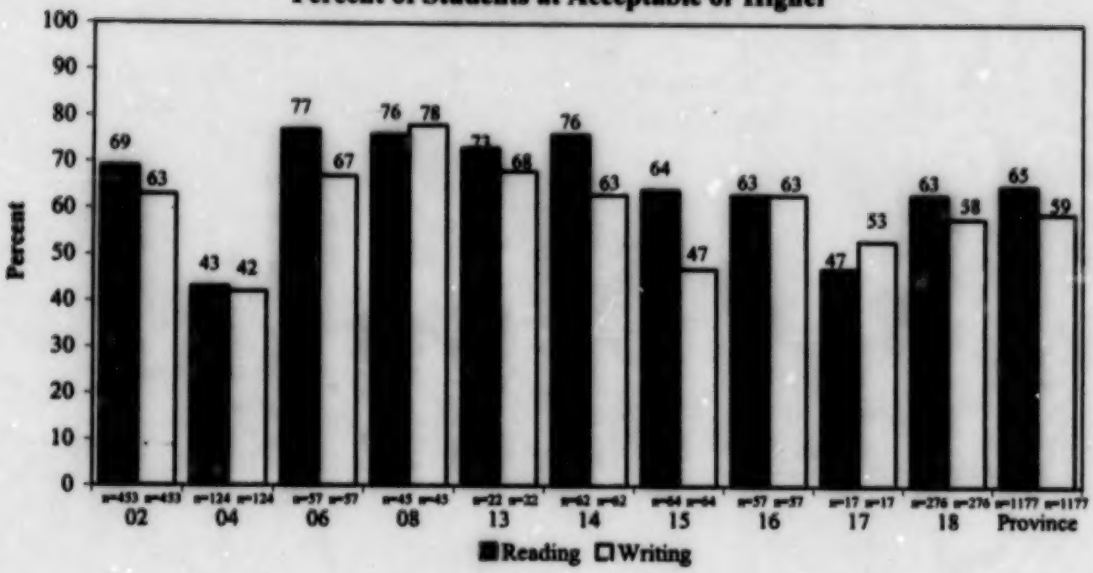
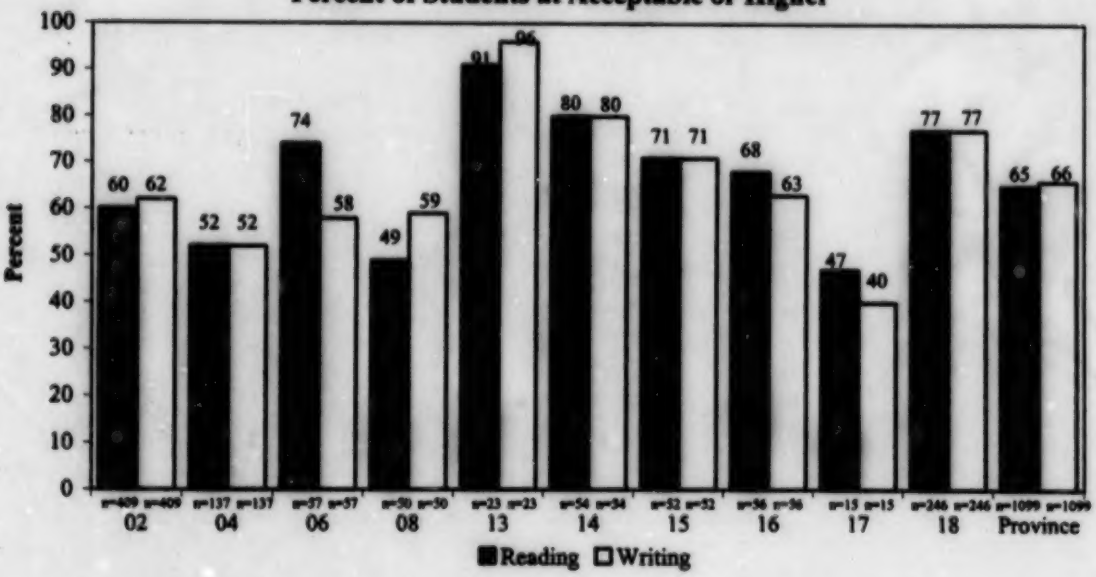
DISTRICT 17	**17**	**47**	**53**
GEORGE STREET MIDDLE	168	69	68
NASHWAAKSIS MIDDLE	108	54	43
DISTRICT 18	**276**	**63**	**58**
PROVINCE	**1177**	**65**	**59**

*No eligible students.

Provincial Assessment at Grade Six 1999-2000
French Second Language
Percent of Students at Acceptable or Higher



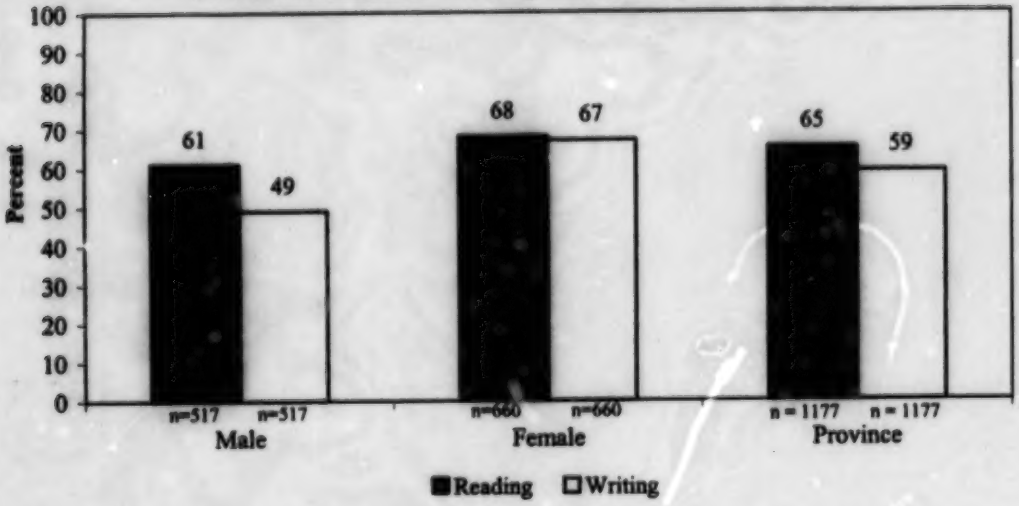
Provincial Assessment at Grade Six 1998-1999
French Second Language
Percent of Students at Acceptable or Higher



Provincial Assessment at Grade Six 1999-2000

French Second Language

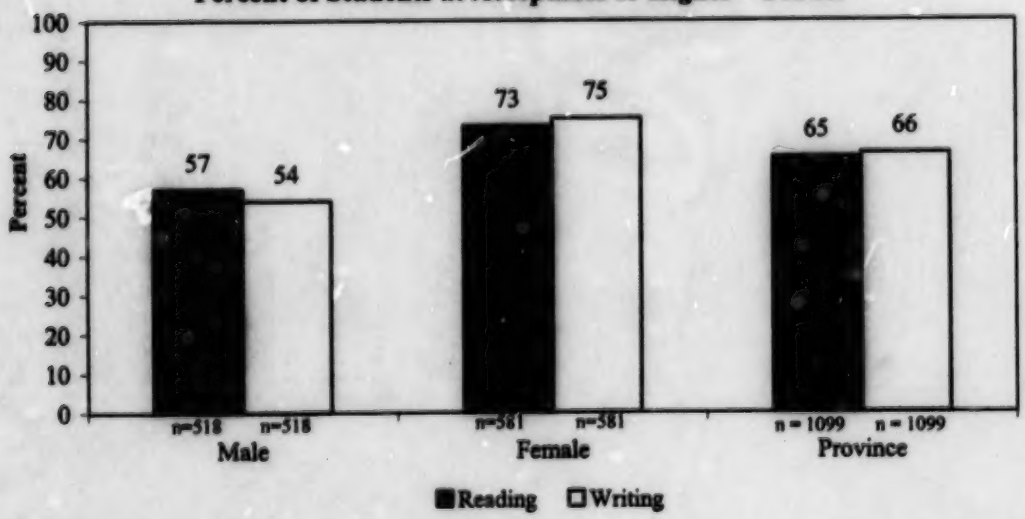
Percent of Students at Acceptable or Higher - Gender



Provincial Assessment at Grade Six 1998-1999

French Second Language

Percent of Students at Acceptable or Higher - Gender



RESULTS

PROVINCIAL SCHOOL PERCEPTION SURVEY

Provincial School Perception Survey

Background

School Perception Surveys were completed by all teachers in the province, all students (grades 4-12) and a large random sample of parents in May 2000. The teacher survey focuses on the working environment, the student survey on the learning environment, and the parent survey on communication and learning satisfaction. In essence, the surveys attempt to measure the degree to which specific characteristics that are associated with effective schools are present. The stronger the presence of these characteristics, the more likely the school is effective.

Specifically, the surveys ask participants to respond to statements using a five-point scale with 5 indicating strong agreement and 1 strong disagreement. The statements are organized into related groups and group means are generated. As a general rule, one would see any mean of 4.00 or better as indicating the strong presence of this characteristic and therefore can be equated with successful. Means in the 3.30 to the 4.00 range indicate an acceptable presence, but there is room for improvement. Means that hover around the 3.00 range indicate characteristics that are not strongly present and should be treated as areas of issue or concern.

Findings

The survey results for the province as a whole are presented in the following tables. For each grouping there is a mean for the province (K-12), elementary level (K-5), middle level (6-8) and high school (9-12). Generally, there was a number of areas where there was success. For example, approximately 70% of parents indicated they were satisfied or very satisfied with New Brunswick's public schools. The surveys also indicated areas of concern, such as bullying, which, for the most part, are being addressed through various policies and initiatives. The elementary level displays the greatest presence of these important characteristics and the high school level, the least. The middle schools indicated the presence of these characteristics to be as somewhat weaker than the elementary but stronger than at the high school level.

Follow-up

These data provide important information for the improvement process and this year's survey provides base line information against which future success can be measured. The perception surveys will be repeated in 2002.

Summary of School Perception Survey - Students - May 2000

Ranked Groupings	Provincial Means			
	K-12	K-5	6-8	9-12
Helpfulness/Responsiveness *Do teachers know when students are having difficulty and help them?*	3.68	4.05	3.65	3.34
Fairness/Firmness *Do teachers control classes in a firm and fair way?*	3.59	3.99	3.52	3.29
High Expectations *Do teachers believe all students can learn what is to be learned?*	3.54	3.77	3.50	3.29
Caring/Understanding *Do teachers care about students as individuals and understand them?*	3.45	3.94	3.38	3.13
Learning Feedback *Do teachers consistently provide information back to students about their learning?*	3.40	3.93	3.38	2.99
Quality of Instruction *Are teachers organized for classes and plan lessons for understanding?*	3.35	3.62	3.30	3.10
Teacher Enthusiasm *Are teachers excited by what they teach and how they teach?*	3.34	3.86	3.27	2.97
Instructional Focus *Do teachers match learning activities to needs of the students?*	3.22	3.35	3.15	3.09
Behaviour Management *Do schools enforce expected behaviours and create a safe place to be?*	3.13	3.33	2.96	3.01
Learning Time *Do learning activities match student abilities and the time given to do them?*	3.09	3.27	3.03	2.89

Summary of School Perception Survey - Teachers - May 2000

Ranked Groupings	Provincial Means			
	K-12	K-5	6-8	9-12
Student Focus *Are all activities seen as supporting student success in learning?*	4.11	4.20	4.09	3.97
Leadership Support *Is the school leadership approachable and supportive?*	3.99	4.15	3.97	3.79
Staff Interaction *Are fellow staff supportive in daily activities and for professional growth?*	3.99	4.11	3.99	3.92
School Morale *Are schools proud about what they are doing and their success?*	3.87	4.00	3.75	3.76
Teacher Role *Do teachers understand what is expected of them?*	3.84	3.95	3.78	3.68
Goal Agreement *Do schools have a common and accepted set of goals to achieve?*	3.79	3.96	3.75	3.55
Professional Development *Are schools interested in the professional growth of teachers?*	3.75	3.67	3.73	3.59
School Success *Are teachers confident, engaged and motivated by their success?*	3.74	3.84	3.64	3.63
Shared Decision-Making *Are teachers able to contribute to decisions affecting the school?*	3.50	3.66	3.50	3.28
Effective Discipline *Are standards of behaviour reasonably enforced?*	3.47	3.71	3.48	3.15
School Work *Are teacher work demands and responsibilities reasonable?*	3.31	3.26	3.24	3.34
Teaching Feedback *Do teachers receive regular and useful feedback on their performance?*	3.24	3.37	3.23	3.03
Student Behaviour *Do teachers see student behaviour as positive for learning?*	3.20	3.37	3.13	2.99

Summary of School Perception Survey - Parents - May 2000

Ranked Groupings	Provincial Means			
	K-12	K-5	6-8	9-12
Achievement Reporting *Is student achievement/behaviour reported appropriately/effectively?*	3.84	4.00	3.80	3.61
Instructional Process *Do schools focus on the learning needs of students?*	3.83	4.07	3.74	3.48
General Satisfaction *Considering all things, are schools positive places for children?*	3.74	3.94	3.68	3.49
Parent Involvement *Are schools easy to approach and become involved with?*	3.69	3.91	3.65	3.42
Learning and Expectations *Are learning expectations high for students academically and socially?*	3.66	3.81	3.61	3.45
Climate *Are schools safe and caring places for learning?*	3.63	3.80	3.59	3.36

Appendix A

REALIBILITY AND VALIDITY

STATISTICAL DATA

Technical Issue: Confidence in Assessment Results

In evaluating the technical quality of an assessment, measurement specialists employ two key concepts: reliability and validity. Reliability is determined entirely through statistical analysis and validity is a function of both human judgement and statistical analysis. These two technical properties reflect an exam's "quality" and are useful in determining the degree of confidence that can be placed in test scores.

Validity is the extent to which an assessment measures what it is supposed to measure and more importantly, the extent to which inferences and actions made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that that student is a good reader? To ensure validity, initially test writers follow carefully designed development guidelines in order to link assessments to the intended curriculum and/or intended learning outcomes. Next, the potential exam questions are carefully screened by classroom teachers and other educators for balance and fairness. Field-testing provides evidence of question difficulty and discrimination and in combination with the other steps ensures provincial assessments will provide accurate estimates of students' performance on what they are expected to learn or do.

Reliability, in terms of educational testing, is concerned with the differences between **test scores** and **true scores** which represent the actual level of achievement or performance of the students. Because all measurement is subject to error, the true score of an individual can never be known; therefore, the test score must be used as an approximation. Reliability may be thought of as a matter of estimating how closely test scores approximate the true scores. An assessment cannot be valid if it is not reliable.

Reliability is usually expressed statistically as a coefficient where values can lie between 0.00 and 1.00. While there is no absolute standard for acceptable reliability, values in the .70 to .80 range are considered desirable by assessment specialists. The reliability coefficients on the next page strongly suggest that provincial tests accurately measure expected learning outcomes.

Reliability Coefficients for 1999-2000

Provincial Examinations - January 2000

Mathematics 111/112:	0.9215	English 111/112:	0.8599
Mathematics 113:	0.8964	English 113:	0.8822

- June 2000

Mathematics 111/112:	0.9311	English 111/112:	0.8331
Mathematics 113:	0.9157	English 113:	0.8093

Reassessment - October 1999

Reading Component:. 0.8045 (multiple choice only)*

Middle Level English Language Proficiency Assessment - Fall 1999

Reading Component: 0.8309 (multiple choice only)*

Middle Level Mathematics Assessment - June 2000

0.9204

French Second Language Provincial Assessment at Grade 6 - May 2000

Reading: 0.8698

Provincial Assessment at Grade 5 - May 2000

Reading:	0.8935
Mathematics:	0.9275
Science:	0.8757

Provincial Assessment at Grade 3 - May 2000

Reading-English:	0.9163
Reading-Immersion:	0.9175
Mathematics:	0.9059
Science:	0.8763

* In the writing components, each question is marked by raters who must agree exactly on the level to be assigned to the piece. Thus the inter-rater reliability equals 1.00.

Appendix B

ACHIEVEMENT TRENDS

Achievement Trends

The graphs on the following pages document some trends in achievement on the Grade 11 Provincial Examinations and the Middle Level English Language Proficiency Assessment over the past five years. The grade 11 results are on the PE itself, and should not be confused with students' final marks.

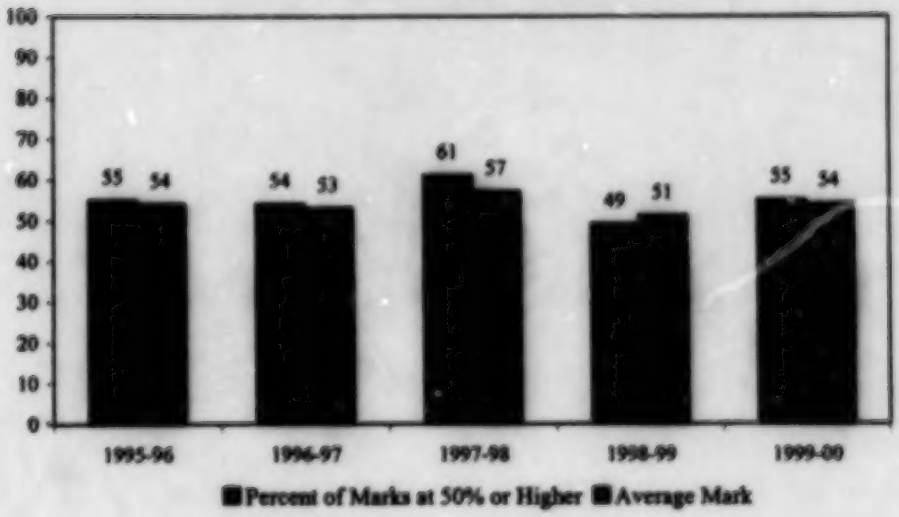
Results in mathematics remain relatively consistent, despite a dip in 1998-99.

Although achievement on the English PE showed a bit of a decline this year, there has been a general upward drift for this examination. Similarly, the Middle Level English Language Proficiency Assessment results have made steady gains during the period. Achievement on both the grade 11 and middle level assessments may reflect effects of the continuing emphasis on literacy across the province, along with the fact that possession of a literacy credential becomes a requirement for receiving a New Brunswick high school diploma from the regular program beginning in June 2001.

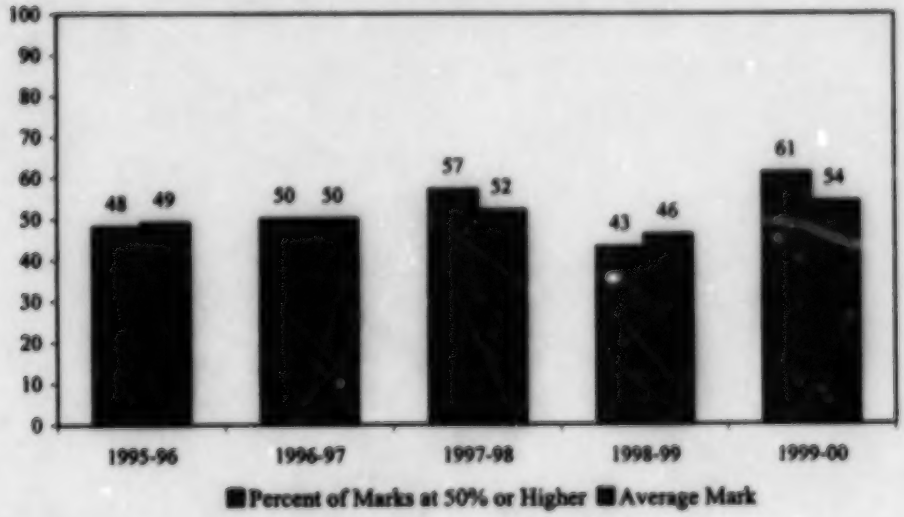
In the future, as five years of data become available for other provincial assessments, these too will be presented.

Provincial Examinations

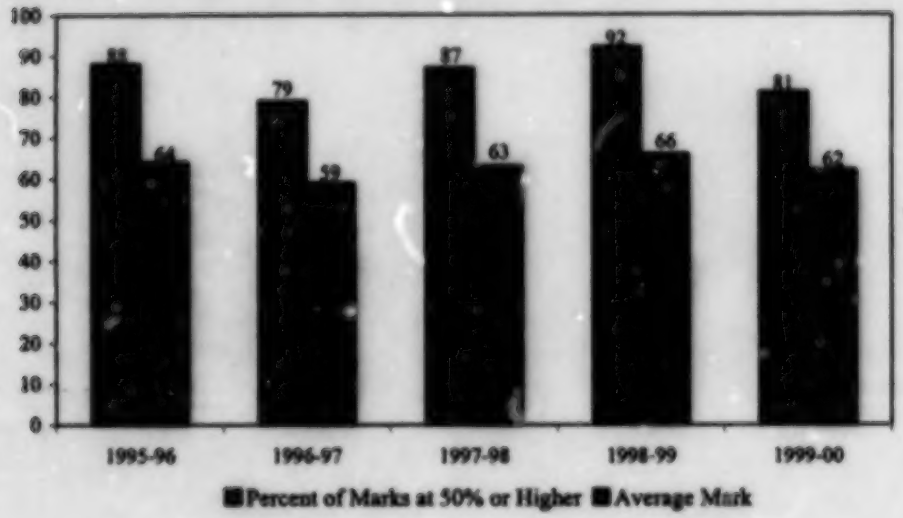
Provincial Examinations in Mathematics 111/112



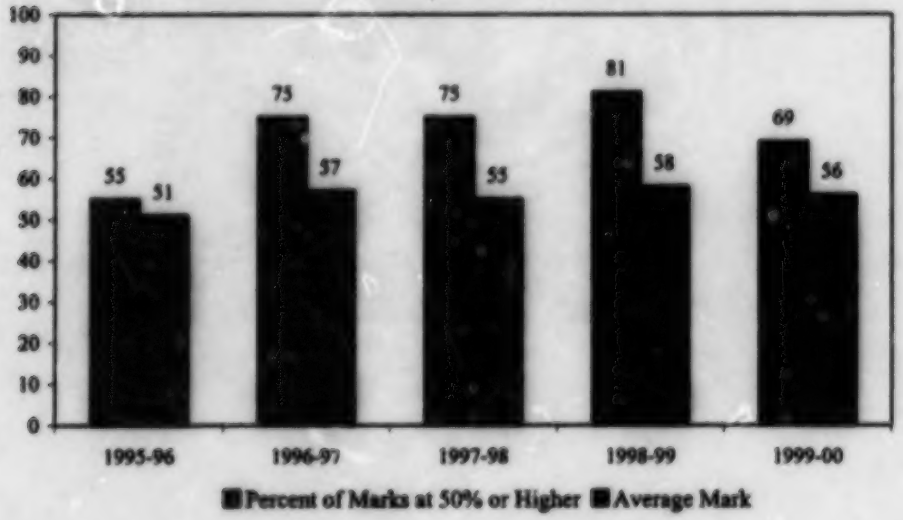
Provincial Examinations in Mathematics 113



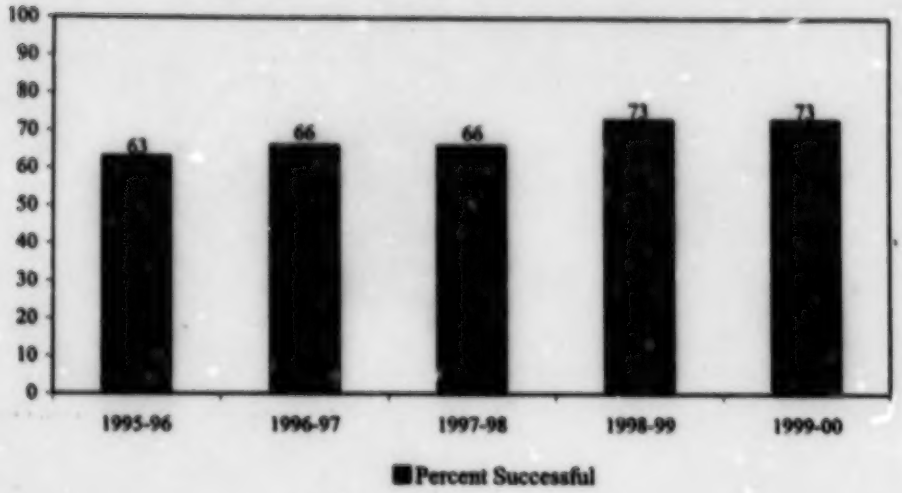
Provincial Examinations in English 111/112



Provincial Examinations in English 113



Middle Level English Language Proficiency Assessment



Appendix C

MARKING CRITERIA/

THE NEW BRUNSWICK ORAL PROFICIENCY SCALE

established for provincial assessments in

Anglophone School Districts

READING COMPREHENSION (Grades 8 and 10)

Assessment Requirements:

Students take two timed reading comprehension tests including both multiple choice and constructed response questions.

Overview of Test Content:

The provincial reading comprehension objectives are measured by a variety of age appropriate passages taken from traditional and contemporary writing, including prose (fiction and non-fiction) and poems that vary in length, subject matter and style. Students read passages and then answer multiple choice and constructed response questions which assess the strategies used to discover meaning. Questions are varied; some require demonstration of critical thinking, while others require interpretation.

The appropriateness of all reading passages is judged by considering several important factors:

- vocabulary level,
- sentence complexity,
- type of subject matter, and
- kinds of skills measured by the passage.

The reading test items, both multiple choice and constructed response, measure the following skills and abilities.

STATED INFORMATION: The student recalls details and other information stated in a sentence or passage.

PASSAGE ANALYSIS: The student analyzes a passage to interpret character feelings, motives, traits; interpret events; compare and contrast elements; or identify relationships, such as cause and effect.

CENTRAL THOUGHT: The student identifies the central thought of a passage, including such elements as the author's main idea, theme, purpose, viewpoint, bias, or tone of a passage.

WRITTEN FORMS/TECHNIQUES: The student identifies and interprets various forms of writing; literary techniques, such as genre, story structure, figurative language and persuasive technique.

CRITICAL ASSESSMENT: The student critically evaluates information in a passage in order to differentiate between fantasy and reality or between fact and opinion, to predict outcome, or to make other judgements related to the passage.

PROCESS WRITING (Grade 8)

Assessment Requirements: Students submit a piece of prose, approximately 200 to 500 words, written on a topic of their choice from any discipline. Opportunities for pre-writing activities, teacher and peer conferencing, revision and editing strategies are each provided for and strongly recommended over approximately fifteen school days.

Descriptors of Performance:

SUPERIOR

- purposeful and effective organization and expression of ideas
- insightful and well considered ideas supported by significant, relevant, precise details
- clear commitment to purpose and audience
- strong personal engagement with subject
- precise choice of words
- minimal mechanical flaws

COMPETENT

- purposeful and clear organization and expression of ideas
- thoughtful and clear ideas supported by specific and purposeful details
- appreciation of purpose and audience
- good personal engagement with subject
- appropriate choice of words
- occasional mechanical flaws

ACCEPTABLE

- clear but mechanical organization and expression of ideas
- straightforward and clear ideas supported by appropriate but generalized details
- awareness of purpose and audience
- discernible personal engagement with subject
- adequate choice of words
- some mechanical flaws but not sufficient to interfere with overall meaning

MARGINAL

- evident but sometimes inconsistent organization and expression of ideas
- limited but discernible ideas supported by few and/or repetitive details
- diminished awareness of purpose and audience
- little personal engagement with subject
- inadequate choice of words
- mechanical errors are distracting and interfere with overall meaning

WEAK

- unclear and haphazard organization and expression of ideas
- limited and imprecise ideas with scant details and probably unrelated
- little or no awareness of purpose and audience
- lacks personal engagement with subject
- poor choice of words
- mechanical errors are jarring and seriously interfere with overall meaning

DEMAND WRITING (Grades 8 and 10)

Assessment Requirements: Students are required to write a letter to their principal explaining a misunderstanding which occurred on a school trip and persuading the principal to permit future class trips. Forty minutes for planning and preparation of a draft are provided; students work independently without teacher assistance. An additional twenty minutes is made available for completion of a final copy.

Descriptors of Performance:

SUPERIOR

- clear commitment to purpose and audience
- confident, lively voice/strong personal engagement with subject
- insightful and well considered ideas
- precise choice of words
- fluent development of sentences and paragraphs
- minimal mechanical flaws

COMPETENT

- appreciation of purpose and audience
- confident, appropriate voice/good personal engagement with subject
- thoughtful and clear ideas
- appropriate choice of words
- effective development of sentences and paragraphs
- occasional mechanical flaws

ACCEPTABLE

- awareness of purpose and audience
- adequate sense of voice/ discernible personal engagement with subject
- straightforward and clear ideas
- adequate choice of words
- evidence of developed sentences and paragraphs
- some mechanical flaws but not sufficient to interfere with overall meaning

MARGINAL

- diminished awareness of purpose and audience
- uneven voice/ little personal engagement with subject
- limited but discernible ideas
- inadequate choice of words
- some evidence of sentences and paragraphs
- mechanical errors are distracting and interfere with overall meaning

WEAK

- little or no awareness of purpose and audience
- little or no evidence of voice/lacks personal engagement with subject
- limited and imprecise ideas
- poor choice of words
- little or no evidence of sentences and paragraphs
- mechanical errors are jarring and seriously interfere with overall meaning

Performance Levels - Middle Level Mathematics Assessment (Grade 8)

For this assessment, student achievement is classified into one of five performance levels. Below are some characteristics and practices of students achieving the different levels. Not every characteristic need be present to identify a student at a given performance level.

	Number Concepts & Operations	Patterns & Relations	Measurement & Geometry	Data Management & Probability
Superior	• selects the most appropriate representation of a number for a given situation • uses proportional reasoning with ease • comfortably deals with numeric and algebraic quantities • solves even complex novel problems correctly and often using unique approaches • communicates mathematical thinking clearly and fully	• draws correct and complete conclusions when interpreting graphs and tables • comfortably moves between different representations of a relationship • infers relationships from partial data • comfortably uses algebraic techniques to solve problems • recognizes the relationship between various algebraic situations	• efficiently combines and creates measurement formulae to find volumes and areas • applies the Pythagorean theorem even in situations where its use is not obvious • is comfortable visualizing and predicting the effects of transformations in 3 dimensions • easily links spatial and numerical/algebraic relationships	• makes good choices in representing data • draws correct and complete conclusions when interpreting data displays • clearly distinguishes between the effects of variability and central tendency measures • recognizes the uses and misuses of probability and data interpretations in society • comfortably extrapolates and interpolates data • efficiently calculates probability measures even in complex situations
Competent	• recognizes the alternative representations of numbers • uses proportional reasoning in a variety of situations • correctly operates with numeric and algebraic expressions • solves many novel problems correctly • communicates mathematical thinking reasonably clearly	• draws appropriate conclusions from tables and graphs • uses one representation of a relationship to generate another representation • sometimes infers relationships from partial data • uses algebraic techniques to solve a variety of problems • manipulates most algebraic quantities	• is comfortable using a wide variety of measurement formulae • correctly applies the Pythagorean theorem to solve problems • visualizes and predicts the effects of some transformations in 3 dimensions • sometimes links spatial and numerical/algebraic relationships	• recognizes alternatives in representing data • draws appropriate conclusions when interpreting data displays • correctly links descriptions of variability and central tendency to a set of data • recognizes some of the uses and misuses of drawing conclusions from partial data or probabilities • usually extrapolates and interpolates data correctly • correctly calculates a variety of probability measures
Acceptable	• recognizes alternative representations for some numbers • uses proportional reasoning in simple situations • correctly operates with many numeric and some algebraic expressions • solves some novel problems • communicates mathematical thinking, but not always clearly or completely	• draws some appropriate conclusions from tables and graphs • draws a graph from a table or vice versa • infers relationships from data representing basic patterns • uses algebraic techniques to solve some problems • performs algorithmic work with algebraic quantities	• applies measurement formulae correctly in many situations • knows when to apply the Pythagorean theorem and uses it in simple situations • visualizes simple shapes and predicts the effects of simple transformations in 3 dimensions • occasionally links spatial and numerical/algebraic relationships	• creates simple data displays of various sorts • draws some correct conclusions from data displays • calculates measures of central tendency and variability correctly • recognizes situations where media draw conclusions from data • sometimes extrapolates and interpolates data • correctly calculates simple probability measures
Marginal	• uses the suggested representation for a number • has difficulty using proportional reasoning • correctly operates with some numeric expressions • has difficulty dealing with novel problems • rarely can explain mathematical thinking	• describes graphs and tables, but does not often draw appropriate conclusions • sometimes draws a graph from a table or vice versa • continues a pattern, but struggles to describe it algebraically • avoids algebraic techniques to solve problems • only operates with very simple algebraic quantities	• applies measurement formulae correctly in simple situations • knows the meaning of the Pythagorean theorem but does not apply it consistently • visualizes a few very simple shapes and predicts the effects of only the most simple transformations in 3 dimensions • rarely links spatial and numerical/algebraic relationships	• creates some simple data displays with few errors • describes data displays, but has difficulty drawing conclusions • calculates measures of central tendency correctly • often draws incorrect conclusions from data • rarely extrapolates or interpolates data • sometimes correctly calculates simple probability measures
Weak	• generally uses the suggested representation for a number • rarely uses proportional reasoning • makes many computational errors dealing with numbers and algebraic expressions • rarely knows how to proceed in solving novel problems • generally does not attempt to explain mathematical thinking	• describes only simple graphs and tables • has difficulty drawing a graph from a table or vice versa • struggles to continue patterns • avoids algebraic techniques to solve problems • is uncomfortable using algebraic quantities	• sometimes mixes up measurement situations and applies incorrect formulae • does not recognize the uses of the Pythagorean theorem • has difficulty visualizing or predicting the effects of transformations in 3 dimensions • does not link spatial and numerical/ algebraic relationships	• creates some simple data displays, but often with errors • describes only simple data displays • calculates some measures of central tendency correctly • often draws incorrect conclusions from data • rarely extrapolates or interpolates data • has difficulty calculating even simple probability measures

Provincial Assessments at Grades 3 and 5

READING

The Assessment at Grades 3 and 5 includes both **continuous** and **non-continuous texts**, with a major emphasis on continuous texts. Continuous texts are typically composed of sentences that are, in turn, arranged in paragraphs. These may fit into even larger structures such as sections, chapters, and books. Non-continuous texts are based on simple lists or combinations of lists; these tend to be procedural texts.

The reading test items, both multiple choice and constructed response, measure the following five aspects associated with the full understanding of a text:

Aspect of Reading	Percentage of Assessment
Retrieving information	20-35
Broad understanding	20-30
Developing an interpretation	20-30
Reflecting on content	10-20
Reflecting on form	5-10
	100

Retrieving Information – In the course of daily life, readers often need to retrieve a particular piece of information. To do so, readers must scan and search the text, and locate and select relevant information. Students must match information given in the question with either literal or synonymous information in the text and use this to arrive at the new information requested.

Forming a Broad Understanding – To form a broad general understanding of the text, a reader must consider it as a whole or in a broad perspective. Students may demonstrate initial understanding through identifying the main topic or message or through identifying the general purpose or use of the text.

Developing an Interpretation – Developing an interpretation requires readers to extend their initial impressions so that they reach a more specific or complete understanding of what they have read. Examples of tasks that might be used to assess this aspect include comparing and contrasting information, drawing inferences, identifying and listing supporting evidence.

Reflecting on Content – Reflecting on content requires readers to connect information found in a text to knowledge from other sources. Readers must also assess the claims made in the text against their own knowledge of the world. Assessment tasks could include providing evidence or arguments from outside the text or evaluating the sufficiency of the evidence or information provided in the text.

Reflecting on Form – Tasks in this category require readers to stand apart from the text and evaluate its quality and effectiveness. The student may be called upon to identify or comment on the author's use of form.

WRITING

The writing component of the Assessment at Grades 3 and 5 is comprised of two tasks, **Writing 1** and **Writing 2.** Writing 1 is a demand writing piece that requires students to respond to a prescribed topic. Two writing sessions are given for students to complete this writing task. For Writing 2, students develop a longer piece of writing on a topic which they select themselves or from a list of suggestions provided. This task incorporates aspects of the writing process such as prewriting, revising, and editing. Four writing sessions are given for this task.

Writing Criteria

Superior ** This rating is reserved for exceptional and outstanding writing

- Focus sustained
- Coherent, well-developed structure
- Sentence structure varied
- Details effective and appropriate
- Interesting beginning and ending
- Individual style/voice
- Surprising, appropriate vocabulary
- Competent spelling, mechanics and usage for this grade level

Competent

- Focus clear
- Structure apparent; a sense of sequence
- Supporting detail appropriate
- A sense of closure achieved
- Individual style/emerging voice
- Vocabulary chosen to create images and add clarity
- Sentence structure varied
- Spelling, mechanics and usage generally good for this grade level

Acceptable

- Focus generally evident
- Structure generally apparent; some supporting detail, not always appropriate
- Closure is attempted
- Some sense of voice
- Vocabulary basic with some effective choices
- Some variety in sentence structure
- Spelling, mechanics and usage good to fair; meaning unaffected

Marginal

- Focus may be lost at times
- Supporting detail absent or unconnected
- Ending often abrupt
- Connecting words are the obvious ones (but, when)
- Sentence structure repetitive
- Vocabulary basic
- Spelling, mechanics and usage inconsistent; errors affect clarity

MATHEMATICS

The mathematics component of the Assessment at Grades 3 and 5 examines skills developed in Number Concepts / Number and Relationship Operations, Patterns and Relations, Shape and Space, and Data Management and Probability. Multiple choice and open response questions are included as well as a short, timed section involving mental computation. The use of manipulatives is encouraged. The use of calculators is not permitted for any part of the assessment.

The table below shows the framework of the mathematics component:

Strand	Percentage of Assessment
Number Concepts / Number and Relationship Operations (Number)	20%
Number Concepts / Number and Relationship Operations (Operations)	30%
Patterns and Relations	10%
Shape and Space (Measurement)	15%
Shape and Space (Geometry)	10%
Data Management & Probability (Data Management)	10%
Data Management & Probability (Probability)	5%
	100%

SCIENCE

The science component assesses the understanding of the concepts and processes articulated in the science curriculum. The table below provides the framework for the science component:

Strand	Percentage of Assessment
Physical Sciences	25%
Life Sciences	25%
Earth Science	25%
Environment	25%
	100%

New Brunswick French Second Language Proficiency Assessment

The Levels of Proficiency

UNRATEABLE	No functional ability in the language.
NOVICE	Able to satisfy immediate needs using rehearsed phrases. No real autonomy of expression, flexibility or spontaneity. Can ask questions or make statements with reasonable accuracy only with memorized phrases. Vocabulary is very limited.
BASIC	Some creation with language is evident. Able to satisfy minimum courtesy requirements and maintain very simple face-to-face interaction with native speakers used to dealing with second language learners. Almost every utterance contains fractured syntax and grammatical errors. Vocabulary is adequate to express most elementary needs.
BASIC PLUS	Able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. Shows spontaneity in language production, but fluency is very uneven. Range and control of the language is limited.
***INTERMEDIATE**	Able to satisfy routine social demands and limited requirements in school/work setting. Can provide information and give explanations with some degree of accuracy, but language is awkward. Can handle most common social situations, including introductions and casual conversations about events in the school and community; can provide autobiographical information in some detail. Can give directions from one place to another; can give accurate instructions in a field of personal expertise. Has a speaking vocabulary sufficient to respond simply with some circumlocutions. Accent, though often quite faulty, is intelligible. Uses high frequency language structures accurately, but does not have a thorough or confident control of grammar. In complicated situations, language usage would probably distract a native speaker.
****INTERMEDIATE PLUS**	Able to satisfy most school/work requirements and show considerable ability to communicate on practical topics related to particular interests or special fields of competence. Often shows a significant degree of fluency and ease in speaking, yet under pressure would experience language break down. May show good control of language structures, but be limited in overall language production, or, conversely, may demonstrate ample speech production, but uneven control of structures. Normally does not have a grope for everyday words. Is able to participate in conversation in most formal and in all informal settings on a variety of practical, social and professional or school-related topics. Some misunderstandings will still occur.
*****ADVANCED**	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal, and in all informal conversations on practical, social and academic/work related topics. Vocabulary is broad enough that the speaker rarely has to grope for a word. Accent may be obvious but never interferes with understanding. Control of grammar is good and speech is fluent. Sporadic errors still occur but they would not confuse or distract a native speaker. Comprehension is quite complete.
ADVANCED PLUS	Able to speak the language with sufficient structural and lexical accuracy that participation in conversations in all areas poses no problem. Accent may be faulty and the speaker occasionally exhibits hesitancy which indicates some uncertainty in vocabulary or structure.
SUPERIOR	Able to use the language fluently and accurately on all levels normally pertinent to personal situation (academic, social, professional). Can understand and participate in any conversation within the range of personal experience with a high degree of fluency and precision of vocabulary. Accent is good, but the speaker would not necessarily be taken for a native speaker.

* Goal for Core Program
** Goal for Late Immersion
*** Goal for Early Immersion